

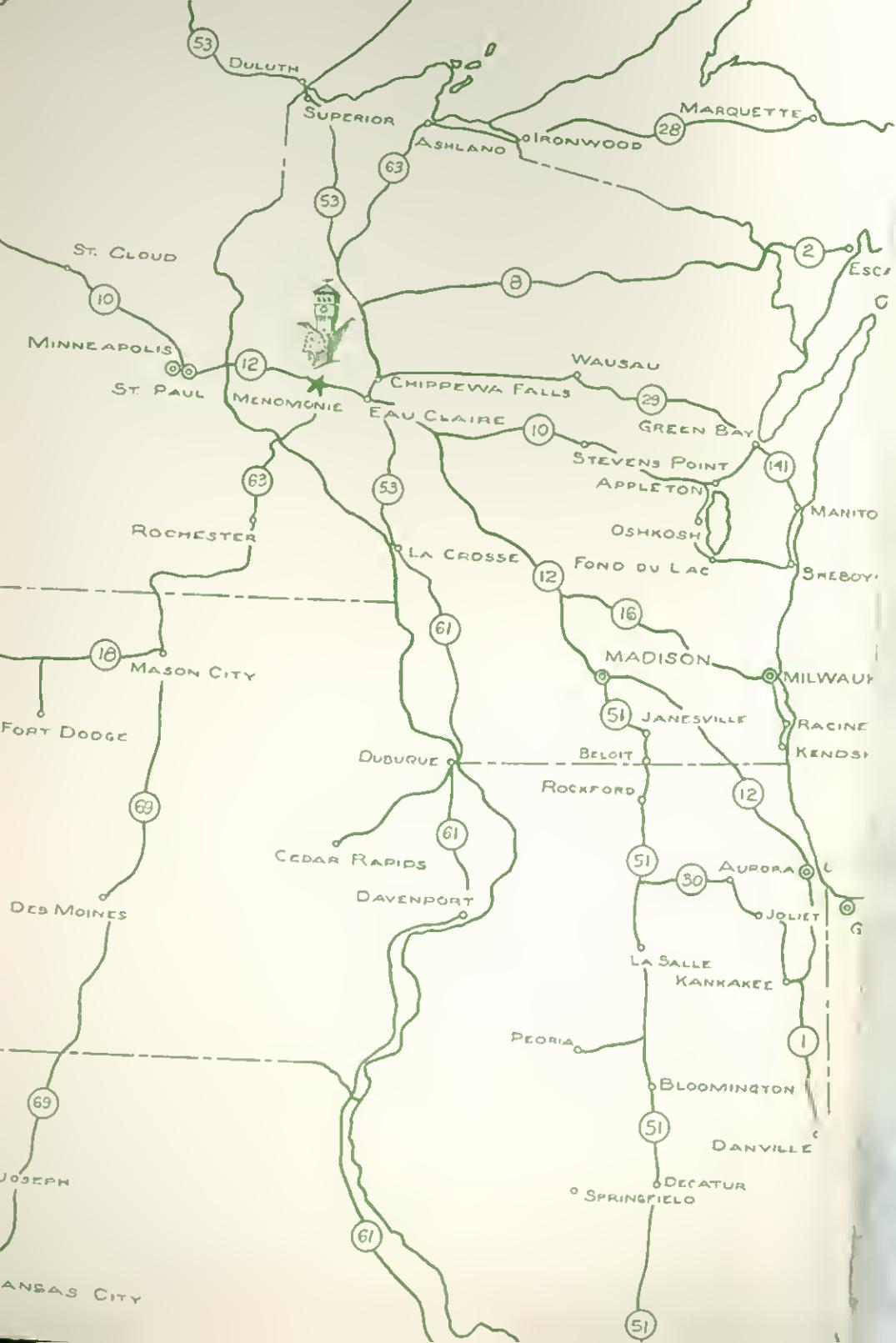
STOUT STATE COLLEGE

Menomonie, Wisconsin

BULLETIN



Note **REGULAR SESSION 1958-1960**





STOUT STATE COLLEGE

Bulletin

REGULAR SESSIONS - 1958 - 1960

THE SCHOOL OF HOME ECONOMICS

THE SCHOOL OF INDUSTRIAL EDUCATION

GRADUATE STUDIES



STOUT COLLEGE PRESS

VOLUME L' NUMBER 8

JULY 1, 1960

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TABLE OF CONTENTS

Accreditation	6
Directory for Correspondence	7
College Calendar	9
Regents of the Wisconsin State Colleges	12
Administration	13
Faculty Committees	14
Faculty	17
General Information	29
History, Aims of the College, Enrollment, Buildings and Grounds	
Academic Information	37
Registration Periods, Admission, Guidance Tests, Records, Scholarship Standards, Requirements for Graduation	
Financial Information	43
Fees, Refunds, Scholarships, Student Loans, Part-Time Employment	
Student Personnel Services	49
Freshman Week, Advisers, Counseling and Testing Center, Social Life, Financial Aid, Veterans' Services, Placement	
Student Activities	53
Publications, Athletics, Recreation and Sports, Dramatics, Music, Service, Honorary Organizations, Professional and Educational Clubs, Social Fraternities and Sororities, Religious Organizations	
Summer Session	57
Courses of Study	59
Industrial Education, Vocational Trade and Industrial Education	
Major, Home Economics, Vocational Homemaking Education	
Major, Industrial Technology, Preprofessional Education	
Description of Courses:	
Home Economics	85
Industrial Education	98
Psychology, Education, Liberal Arts	116
Graduate Program	135
Index	149

DIRECTORY FOR CORRESPONDENCE

Administration, policy	The President
Admissions, evaluation of credits, registration	The Registrar
Alumni affairs	Alumni Secretary
Business affairs and arrangements	The Business Manager
Counseling services for prospective students	Director of Student Personnel Services
Employment, student part-time	The Dean of Men
Graduate program	The Director of Graduate Studies
Housing for women	The Dean of Women
Housing for men and married students	The Dean of Men
Instruction	The Dean of the School of Home Economics The Dean of the School of Industrial Education
Literature, catalog and general announcements	Director of Student Personnel Services
Placement	The Placement Chairman
Program planning, evaluation of transferred credits	The Dean of the School of Home Economics The Dean of the School of Industrial Education
Schedule of classes	The Dean of the School of Home Economics The Dean of the School of Industrial Education
Scholarships	The Registrar
Transcripts	The Registrar

1958

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COLLEGE CALENDAR

Summer Session 1958

Monday, June 23 Summer Session Begins
Friday, July 11 End of First Three Weeks
Monday, July 14 Beginning of Second Three Weeks
Friday, August 1 Summer Session Closes
Monday, August 4 Post Session Begins
Friday, August 15 Post Session Ends

Regular Session 1958-59

Monday, September 8 Registration for Freshman Students and All New Students Transferring from Other Colleges
Tuesday, September 9 Registration for Junior, Senior, and Graduate Students
Wednesday, September 10 Registration for Sophomore and Graduate Students
Thursday, September 11 Classes Convene
Friday, November 7 Midsemester, End of First Nine Weeks
Wednesday, November 26, Noon Thanksgiving Vacation Begins
Monday, December 1 Classes Resume
Friday, December 19, Noon Christmas Vacation Begins
Monday, January 5, 1959 Classes Resume
Friday, January 23 First Semester Ends
Monday, January 26, and
Tuesday, January 27 Registration for Second Semester
Wednesday, January 28 Second Semester Classes Convene
Friday, March 27, Noon Midsemester, End of Third Nine Weeks
Spring Vacation Begins
Monday, April 6 Classes Resume
Friday, May 29 Commencement
Monday, June 1 Final Examinations
Tuesday, June 2 Final Examinations
Wednesday, June 3 Final Examinations
Friday, June 5 End of College Year

Summer Session 1959

Monday, June 22 Summer Session Begins
Friday, July 10 End of First Three Weeks
Monday, July 13 Beginning of Second Three Weeks
Friday, July 31 Summer Session Closes
Monday, August 3 Post Session Begins
Friday, August 14 Post Session Ends

1960

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Tuesday, February 2 Registration for Second Semester
Wednesday, February 3 Second Semester Classes Convene
Friday, April 1 Midsemester, End of Third Nine Weeks
Friday, April 15, Noon Spring Vacation Begins
Monday, April 25 Classes Resume
Saturday, June 4 Commencement
Monday, June 6 Final Examinations
Tuesday, June 7 Final Examinations
Wednesday, June 8 Final Examinations
Friday, June 10 End of College Year

Summer Session 1960

Monday, June 27 Summer Session Begins
Friday, July 15 End of First Three Weeks
Monday, July 18 Beginning of Second Three Weeks
Friday, August 5 Summer Session Closes
Monday, August 8 Post Session Begins
Friday, August 19 Post Session Ends

REGENTS OF THE WISCONSIN STATE COLLEGES

	Term Expires
William D. McIntyre, President, Eau Claire	1963
Lewis C. Magnusen, Vice President, Oshkosh	1959
George E. Watson, Madison, Ex-Officio	-
Harold G. Andersen, Whitewater	1960
Barney B. Barstow, Superior	1961
Mrs. John Walter, De Pere	1961
Harold K. Geyer, Platteville	1960
Herman T. Hagestad, River Falls	1959
Foster B. Porter, Bloomington	1962
Lyel N. Jenkins, Stevens Point	1960
Eugene W. Murphy, La Crosse	1963
Robert L. Pierce, Menomonie	1960
Mrs. Anita V. Hinrichs, Milwaukee	1962
Eugene R. McPhee, Director and Secretary, Madison	

ADMINISTRATION

VERNE C. FRYKLUND, Ph.D., President

JOHN A. JARVIS, Ph.D., Dean, School of Industrial Education, Director
of Summer Session

ALICE J. KIRK, Ed.D., Dean, School of Home Economics

RALPH G. IVERSON, Ed.D., Director, Student Personnel Services

RAY A. WIGEN, Ph.D., Director of Graduate Studies

MARY FRANCIS CUTNAW, M.S., Dean of Women

MERLE M. PRICE, M.A., Dean of Men

FRANK J. BELISLE, M.A., Registrar, Placement Chairman

E. J. SCHOEPP, A.B., Business Manager

JAMES THOMPSON, Accountant

MINNIE J. BECKER, Secretary to the President

RUDOLPH ROEN, Superintendent of Buildings and Grounds

LOUIS RODEY, M.S., Chief Engineer

MRS. ORA CHASE, R.N., College Nurse

J. A. HALGREN, M.D., College Physician

MARY KILLIAN, M.A., Head of Food Services

MRS. CHARLOTTE SIMS, A.B., Head of Residence Halls, and Resident
Head of Bertha Tainter Hall

MRS. GERTRUDE ADAMS, Resident Head, Eichelberger Hall

WESLEY L. FACE, M.S., Resident Head, Lynwood Hall

PHYLLIS BENTLEY, M.S., Head of Library

MRS. LILLIAN COOPER, Ph.D., Assistant Librarian

MRS. BEULAH C. HOWISON, A.B., Assistant Librarian

MYRTLE STRAND, Assistant Librarian

MRS. SANDRA CRAWFORD, Secretary to Director of Student Personnel
Services

MRS. SHARON MARONI, Secretary to Dean of Men

LOIS KING, Secretary to the Registrar

MRS. SHARON DHUEY, Secretary to Dean of Home Economics

SHIRLEY WAGNER, Secretary to Business Manager

MRS. EVA ROGERS, B.S., Secretary to Dean of Industrial Education

CATHERINE MOFFAT, Secretary to Director of Graduate Studies

FACULTY COMMITTEES

Administrative Council

Verne C. Fryklund, Chairman, Keturah Antrim, Frank J. Belisle, Ralph G. Iverson, John A. Jarvis, Alice J. Kirk, Merle M. Price, Ray A. Wigen, E. J. Schoepp, Secretary

Accrediting

Ray A. Wigen, Chairman, Frank J. Belisle, Phyllis D. Bentley, Thomas Fleming, John A. Jarvis, Alice J. Kirk, Otto Nitz, Erich R. Oetting, E. J. Schoepp, Robert Swanson, Gustave Wall, Secretary

Admission and Credits

John A. Jarvis, Chairman, Ralph G. Iverson, Alice J. Kirk, Ella Jane Meiller, Erich R. Oetting, Ray A. Wigen, Frank J. Belisle, Secretary

Alumni Relations

Lloyd Whydotski, Chairman, Paul Axelsen, Raymond Cornwell, Dorothy Knutson, Ray F. Kranzusch, Philip W. Ruehl, Edwin Siefert, George Soderberg, Robert Spinti, Mrs. Alyce Vanek, E. Robert Rudiger, Secretary

Assembly and Lyceum

Norman Ziemann, Chairman, Mary Frances Cutnaw, Edfield Odegard, George Soderberg, Martha Ruth Amon, Secretary, and four student members

Athletic Committee

Dwight Chinnock, Chairman, Keturah Antrim, Mrs. Ora Chase, Edwin Dyas, Irene Erdlitz, Wesley Face, Joseph Gerlach, Myron Harbour, Floyd Keith, Dick G. Klatt, Edwin Siefert, Ray C. Johnson, Secretary, and two student members

Catalog and Publications

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Merle M. Price, Chairman, Martha Ruth Amon, Norman A. Benson, Gertrude L. Callahan, Eleanor H. Cox, Marvin Kufahl, Edward O. Morical, Lorna Lengfeld, Ella Jane Meiller, Edfield Odegard, K. T. Olsen, Knute L. Rue, Philip W. Ruehl, Jack Sampson, Mrs. Benita Smith, Robert Spinti, Mrs. Alyce Vanek, Hazel Van Ness, Lloyd Whydotski, Mary K. Williams, Norman Ziemann, Wauneta Hain, Secretary, and two student members

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Faculty Services

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Graduate

Gustave Wall, Chairman, John A. Jarvis, Alice J. Kirk, Anne Marshall, Otto Nitz, J. Edgar Ray, E. Robert Rudiger, Guy Salyer, Robert Swanson, Theodore Wiehe, Ray A. Wigen, Secretary

Institutional Studies

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Library

Phyllis D. Bently, Chairman, Martha Ruth Amon, Clara Garrison, Mrs. Lillian Cooper, Dorothy Clure, Frieda Kube, O. Clifford Kubly, Lorna Lengfeld, Sarah W. Littlefield, K. T. Olsen, Margaret Perman, Hazel Van Ness, Mary K. Williams, Gertrude L. Callahan, Secretary, and two student members

Placement and Follow-Up

Frank J. Belisle, Chairman, John A. Jarvis, Alice J. Kirk, Ann Noble, Ray A. Wigen, Dwight Chinnock, Secretary

Safety and Fire Prevention

Ray F. Kranzusch, Chairman, Keturah Antrim, Norman A. Benson, Mrs. Ora Chase, Eleanor H. Cox, Irene Erdlitz, Wesley Face, Joseph Gerlach, Ray C. Johnson, Dick G. Klatt, Matthew Reneson, Louis Rodey, Rudolph Roen, Jack Sampson, Marvin Kufahl, Secretary

Student Personnel Services

Erich R. Oetting, Chairman, Keturah Antrim, Frank J. Belisle, Margaret Harper, John A. Jarvis, Alice J. Kirk, Sarah W. Littlefield, Mrs. Winifred Loomis, Charles H. Farmer, Merle M. Price, J. Edgar Ray, Knute L. Rue, Guy Salyer, Mrs. Charlotte Sims, Robert Swanson, Gustave Wall, Mrs. Alyce Vanek, Ralph G. Iverson, Secretary, and two student members

Student Welfare

Otto Nitz, Chairman, Herman Arneson, Mrs. Ora Chase, Edwin Dyas, Irene Erdlitz, Harold Halfin, Myron Harbour, Ralph G. Iverson, Ray C. Johnson, Merle M. Price, Matthew Reneson, Philip W. Ruehl, Wesley S. Sommers, Gladys Trullinger, Keturah Antrim, Secretary, and four student members

FACULTY

VERNE C. FRYKLUND, President

Stout State College, Diploma; Colorado College of Education, A.B.; University of Missouri, M.A.; University of Minnesota, Ph.D. Stout State College since 1945.

DWIGHT L. AGNEW, Head of Department and Associate Professor of Social Science

Park College, Parkville, Missouri, A.B.; University of Iowa, A.M., Ph.D. Stout State College since 1947.

MARTHA RUTH AMON, Head of Department of Related Art and Associate Professor of Home Economics

University of Wisconsin, B.S., M.S., Graduate Study. Stout State College since 1949.

KETURAH ANTRIM, Associate Professor of Physical Education

Lake Forest University, Lake Forest, Illinois, B.A.; University of Wisconsin, Ph.M.; Columbia University, Graduate Study. Stout State College since 1936.

HERMAN C. ARNESON, Assistant Professor of Biology

Northland College, B.A.; University of Minnesota, M.A.; Graduate Study. Stout State College since 1945.

PAUL A. AXELSEN, Instructor of Industrial Education. Printing

Stout State College, B.S., M.S. Stout State College since 1956.

DAVID P. BARNARD, Associate Professor of Industrial Education. Audio-Visual Education, Photography

Stout State College, B.S., M.S.; Indiana University, Ed.D. Stout State College since 1947.

NORMAN A. BENSON, Instructor of Industrial Education. Machine Shop

San Jose State Teachers College, B.A.; San Francisco State Teachers College, M.A.; University of Minnesota, Graduate Study. Stout State College since 1957.

PHYLLIS D. BENTLEY, Head of the Library and Associate Professor

University of Wisconsin, B.A.; Columbia University, M.S. Stout State College since 1954.

GERTRUDE L. CALLAHAN, *Head of Department and Professor of English*
University of Chicago, Ph.B.; University of Wisconsin, Ph.M.; Bread
Loaf, Vermont, University of Wisconsin, Graduate Study. Stout State
College since 1927.

CLARA C. CARRISON, *Associate Professor of Home Economics. Food and Nu-*
trition
Western Illinois State Teachers College, B.E.; University of Iowa, M.S.;
Ohio State University, Pennsylvania State University, Graduate Study.
Stout State College since 1948.

DWIGHT D. CHINNOCK, *Supervisor of Student Teaching. Associate Professor*
of Education
Wisconsin State College, River Falls, Diploma; Stout State College
B.S.; University of Minnesota, M.A., Graduate Study. Stout State Col-
lege since 1940.

DOROTHY F. CLURE, *Assistant Professor of Home Economics. Family Life*
Education
Stephens College, A.A.; Iowa State College, B.S.; University of Chicago,
M.A. Stout State College since 1956.

LILLIAN SCEUBER COOPER, *Assistant Librarian and Instructor*
University of Wisconsin, B.A., M.A., PhD., M.A.L.S. University of
Munich, Germany, Graduate Study. Stout State College since 1956.

RAYMOND L. CORNWELL, *Assistant Professor of Industrial Education. Printing*
Stout State College, B.S., M.S.; University of Minnesota, Graduate Study.
Stout State College since 1951.

ELEANOR H. COX, *Associate Professor of Science and Mathematics*
University of Wisconsin, B.S., M.A., Graduate Study. Stout State Col-
lege since 1942.

MARY FRANCES CUTNAW, *Instructor of English and Speech*
University of Wisconsin, B.S., M.S., Graduate Study. Stout State College
since 1957.

EDWIN W. DYAS, *Instructor in Industrial Education. Woodworking*
University of Nebraska, B.S.; University of Minnesota, M.A.; University
of Omaha, Stout State College, Graduate Study. Stout State College since
1956.

IRENE ERDLITZ, *Assistant Professor of Physical Education*
Wisconsin State College, La Crosse, B.A.; Northwestern University,
M.A.; University of Wisconsin, Graduate Study. Stout State College
since 1950.

WESLEY L. FACE, Instructor of Industrial Education. Electricity and Mechanics
Northern State Teachers College, Aberdeen, South Dakota, B.S.; Stout State College, M.S. Stout State College since 1957.

THOMAS FLEMING, Associate Professor of English
Wisconsin State College, Eau Claire, B.S.; University of Wisconsin, M.A., Ph.D. Stout State College since 1946.

JOSEPH S. GERLACH, Assistant Professor of Physical Education
University of Wisconsin, B.S., M.S. Stout State College since 1956.

WAUNETA HAIN, Assistant Professor of English
Milton College, B.A.; University of Wisconsin, M.A.; Pennsylvania State University, Graduate Study. Stout State College since 1946.

HAROLD HALFIN, Instructor of Industrial Education. Machine Shop and General Mechanics
Fairmont State College, A.B.; Stout State College, M.S. Stout State College since 1956.

MYRON HARBOUR, Assistant Professor of Science and Mathematics
Wisconsin State College, Superior, B.E.; University of Wisconsin, Ph.M. Stout State College since 1947.

MARGARET E. HARPER, Associate Professor of Home Economics. Home Economics Education
Kansas Wesleyan University, B.S.; Kansas State College, M.S.; Colorado Agricultural and Mechanical College, Iowa State College, Graduate Study. Stout State College since 1943.

RALPH G. IVERSON, Director of Student Personnel Services. Professor of Education
Augustana College, B.A.; University of Minnesota, M.A.; University of California, Ed.D. Stout State College since 1951.

JOHN A. JARVIS, Dean of the School of Industrial Education. Professor of Industrial Education
University of Wisconsin, B.S. in Mechanical Engineering; Stout State College, B.S.; Wayne University, M.Ed.; University of Minnesota, Ph.D. Stout State College since 1946.

LILLIAN JETER, Head of Department of Clothing and Textiles and Professor of Home Economics
Kansas State Agricultural College, B.S.; Columbia University Teachers College, M.A.; University of Nebraska, Columbia University, Graduate Study. Stout State College since 1927.

RAY C. JOHNSON, *Head of Department and Associate Professor of Physical Education*

Moorhead State College, Moorhead, Minnesota, B.E.; Columbia University, M.A.; New York University, Graduate Study. Stout State College since 1938.

FLOYD KEITH, *Head of Department of Metalworking and Professor of Industrial Education. Sheet Metal*

Wisconsin State College, River Falls, Diploma; Stout State College, B.S.; Iowa State College, M.S. Stout State College since 1922.

MARY KILLIAN, *Associate Professor of Home Economics. Food and Nutrition*

Municipal University, Omaha, Nebraska, B.S.; Creighton University, Omaha, Nebraska, M.A.; Columbia University, St. Louis University, Graduate Study. Stout State College since 1947.

ALICE J. KIRK, *Dean of the School of Home Economics. Professor of Home Economics*

University of Wisconsin, B.S.; Columbia University, M.A., Ed.D. Stout State College since 1947.

DICK G. KLATT, *Assistant Professor of Industrial Education. General Metal*
Stout State College, B.S., M.S. Stout State College since 1952.

DOROTHY J. KNUTSON, *Instructor of Home Economics. Food and Nutrition*
Stout State College, B.S.; Ohio State University, M.S. Stout State College since 1956.

RAY F. KRANZUSCH, *Associate Professor of Industrial Education. Auto Mechanics, General Mechanics*

Stout State College, B.S.; Iowa State College, M.S. Stout State College since 1924.

FRIEDA KUBE, *Assistant Professor of Home Economics. Food and Nutrition*
Stout State College, B.S., M.S. Stout State College since 1957.

O. CLIFFORD KUBLY, *Assistant Professor of Science and Mathematics*

Wisconsin State College, Platteville, B.E.; University of Wisconsin, M.S.; Case Institute of Technology, Graduate Study. Stout State College since 1956.

MARVIN M. KUFAHL, *Instructor of Industrial Education. Sheet Metal, Foundry*
Wisconsin State College, Eau Claire, B.S.; Stout State College, M.S.
Stout State College since 1956.

LORNA S. LENGFELD, *Assistant Professor of Speech*

University of Wisconsin, B.A., M.A., Ph.D. Stout State College since 1956.

SARAH W. LITTLEFIELD, *Assistant Professor of Home Economics. Clothing and Textiles*

University of Maine, B.S.; Iowa State College, M.S.; Pennsylvania State University, Colorado Agricultural and Mechanical College, New Jersey College for Women, Cornell University, Graduate Study. Stout State College since 1957.

WINIFRED HINKLEY LOOMIS, *Instructor of Home Economics. Related Arts*
Milwaukee-Downer College, B.A.; University of Wisconsin, M.A. Stout State College since 1956.

ANNE MARSHALL, *Head of Department and Professor of Science and Mathematics*

Denison University, B.S.; Ohio State University, M.A., Ph.D. Stout State College since 1939.

EDWARD O. MORICAL, *Assistant Professor of Industrial Education. Auto Mechanics, Driver Education*

Bemidji State College, B.S.; Wayne University, M.S. Stout State College since 1957.

ELLA JANE MEILLER, *Head of Department of Food and Nutrition and Professor of Home Economics*

Kansas State College, B.S.; University of Wisconsin, M.S.; Kansas State College, Graduate Study. Stout State College since 1950.

OTTO NITZ, *Professor of Science and Mathematics*

Elmhurst College, Elmhurst, Illinois, B.S.; University of Iowa, M.S., Ph.D. Stout State College since 1952.

ANN NOBLE, *Head of Department of Home Economics Education and Professor of Home Economics*

Simpson College, Indianola, Iowa, A.B.; University of Wisconsin, M.S.; Colorado Agricultural and Mechanical College, Ohio State University, Iowa State College, Graduate Study. Stout State College since 1947.

EDFIELD A. ODEGARD, *Head of Department and Assistant Professor of Music*

Concordia College, Moorhead, Minnesota, B.A.; University of Washington, M.A.; University of Iowa, Ph.D. Stout State College since 1956.

ERICH RICHARD OETTING, *Head of Department and Professor of Psychology and Education*

Wayne State Teachers College, Wayne, Nebraska, B.S.; University of Wisconsin, University of Nebraska, M.A., Ph.D. Stout State College since 1945.

K. T. OLSEN, *Associate Professor of Industrial Education. Woodworking, Carpentry*

Iowa State College. B.S., M.S., Graduate Study. Stout State College since 1947.

CHARLES HARRISON PARMER, *Assistant Professor of Social Science*

State Teachers College, Millersville, Pennsylvania, B.S.; Pennsylvania State University, M.Ed., Ph.D. Stout State College since 1949.

MARGARET PERMAN, *Instructor of Home Economics. Home Economics Education*

Stout State College, B.S., M.S. Stout State College since 1957.

MERLE M. PRICE, *Dean of Men. Associate Professor of Social Science*

State Teachers College, St. Cloud, Minnesota, Diploma; University of Minnesota, B.S., M.A. Graduate Study. Stout State College since 1929.

J. E. RAY, *Head of Department of Drafting and Professor of Industrial Education. Architectural and Freehand Drawing. Masonry. Building Construction*

Williamson Trade School, Diploma; Stout State College, B.S.; Iowa State College, M.S.; New York University, Ed.D. Stout State College since 1930.

MATTHEW RENESON, *Assistant Professor of Science and Mathematics*

Fitchburg Teachers College, Fitchburg, Massachusetts, B.S.; University of Minnesota, M.A., Graduate Study. Stout State College since 1949.

E. ROBERT RUDIGER, *Associate Professor of Education*

Stout State College, B.S., M.S.; University of Missouri, Ed.D. Stout State College since 1952.

KNUTE L. RUE, *Assistant Professor of Science and Mathematics*

University of North Dakota, B.A.; University of Minnesota, M.A. Stout State College since 1957.

PHILIP W. RUEHL, *Associate Professor of Industrial Education. Electricity*

Stout State College, B.S., M.S.; University of Minnesota, Graduate Study. Stout State College since 1948.

GUY SALYER, *Professor of Psychology and Education*

University of Missouri, A.B., A.M.; University of Nebraska, Ph.D. Stout State College since 1948.

JACK SAMPSON, *Instructor of Industrial Education. General Shop*

University of North Dakota, B.S.; Stout State College, M.S.; Stout State College since 1957.

EDWIN SIEFERT, *Assistant Professor of Industrial Education. Machine Drawing. General Drawing*

Stout State College, B.S.; Wayne University, M.E.; Pennsylvania State University, University of Illinois, Graduate Study. Stout State College since 1950.

BENITA GROTE SMITH, *Associate Professor of Home Economics. Family Life Education. Head of Nursey School*

Iowa State College, B.S.; Merrill-Palmer School, Detroit; Iowa State College, M.S.; University of Minnesota, Graduate Study. Stout State College since 1943.

HARRY HAZEN SMITH, *Instructor of Biology*

University of Wisconsin, Ph.B., M.S.; University of Minnesota, University of Wisconsin, Graduate Study. Stout State College since 1957.

GEORGE SODERBERG, *Associate Professor of Industrial Education. Woodworking*

Stout State College, B.S.; University of Minnesota, M.A. Stout State College since 1945.

WESLEY S. SOMMERS, *Assistant Professor of Industrial Education. Freehand Drawing*

University of Michigan, B.S.E., A.M.; Syracuse University, Graduate Study. Stout State College since 1956.

ROBERT SPINITI, *Instructor of Industrial Education. Electricity*

Stout State College, B.S., M.S. Stout State College since 1957.

ROBERT SWANSON, *Head of Department of Woodworking and Associate Professor of Industrial Education. Woodworking*

Stout State College, B.S., M.S.; University of Minnesota, Ph.D. Stout State College since 1950.

GLADYS TRULLINGER, *Associate Professor of Home Economics. Family Life Education. Head of Home Management Residences*

University of Nebraska, B.S., M.S.; Colorado State College, Michigan State University, Iowa State College, University of Minnesota, Graduate Study. Stout State College since 1936.

ALYCE D. VANEK, *Assistant Professor of Home Economics. Clothing and Textiles*

Stout State College, B.S., M.S. Stout State College since 1954.

HAZEL VAN NESS, *Associate Professor of Home Economics. Clothing and Textiles*

Syracuse University, B.S.; Columbia University, A.M.; Columbia University, Michigan State University, Syracuse University, University of Tennessee, Graduate Study. Stout State College since 1929.

GUSTAVE WALL, *Professor of Education. Graduate Studies*

Winona State College, Winona, Minnesota, Diploma; University of Minnesota, B.S., M.A., Ph.D. Stout State College since 1952.

LLOYD WHYDOTSKI, *Head of Department of Printing and Associate Professor of Industrial Education. Printing and Publications*

Stout State College, B.S.; Colorado State College of Education, Greeley, Colorado, M.A. Stout State College since 1949.

THEODORE E. WIEHE, *Associate Professor of Industrial Education. Machine Shop, Foundry, Patternmaking*

Oklahoma Agricultural and Mechanical College, B.S., M.S.; University of Missouri, Ed.D. Stout State College since 1954.

RAY A. WIGEN, *Director of Graduate Studies. Professor of Education*

Wisconsin State College, River Falls, Diploma; University of Minnesota, B.S., M.A., Ph.D. Stout State College since 1933.

MARY K. WILLIAMS, *Assistant Professor of Home Economics. Related Art*

University of Wisconsin, B.S., M.A.; Graphis Lehr und Versuchanstalt, Hertha Buckner Keramics, Vienna, New York University, Chicago Institute of Design, University of Wisconsin, Chicago Art Institute, Graduate Study. Stout State College since 1954.

JOHN H. WILLS, *Assistant Professor of English*

University of Chicago, M.A.; Washington University, Graduate Study. Stout State College since 1957.

NORMAN C. ZIEMANN, *Head of Department and Assistant Professor of Speech*

Wisconsin State College, La Crosse, B.S.; Northwestern University, M.A., Graduate Study. Stout State College since 1949.

Emeritus

BURTON E. NELSON, *President*

Pennsylvania State Normal School, Diploma; Western Normal College, B.S., M.S. Stout State College 1923-1945.

CLYDE A. BOWMAN, *Dean, Division of Industrial Education*

State Normal, River Falls, Wisconsin, Diploma; Stout State College, Diploma; Columbia University, B.S.; University of Wisconsin, M.S., Graduate Study. Stout State College 1919-1953.

RUTH E. MICHAELS, *Dean, Division of Home Economics*

Stout State College, Diploma; University of Chicago, Ph.B.; Columbia University, M.A. Stout State College 1927-1947.

FREDA M. BACHMANN, *Biological Science*

Miami University, Oxford, Ohio, A.B., M.A.; University of Wisconsin, Ph.D. Stout State College 1924-1939.

CLARA LOUISE BOUGHTON, *Home Economics Education*

Stout State College, B.S.; University of Chicago, Graduate Study. Stout State College 1911-1932.

LILLIAN CARSON, *Related Art*

University of Chicago, Ph.B., M.S. Stout State College 1927-1946.

MARGARET WINNONA CRUISE, *Food and Nutrition*

University of Toronto, B.A.; Columbia University, M.S. Stout State College 1927-1947.

FRED L. CURRAN, *Industrial Education*

Stout State College, B.S.; University of Minnesota, M.A. Stout State College 1908-1941.

LILLIAN M. FROGGATT, *Librarian*

University of Wisconsin, B.A.; University of Michigan, A.M.L.S. Stout State College 1924-1955.

H. M. HANSEN, *Woodworking*

Stout State College, B.S.; University of Minnesota, M.A. Stout State College 1912-1952.

MABEL H. LEEDOM, *Chemistry*

Columbia University, B.S., M.A. Stout State College 1910-1941.

MARY M. MCCALMONT, *Chemistry*

Westminster College, B.S.; University of Wisconsin, M.S. Stout State College 1912-1952.

HAROLD C. MILNES, *Machine Shop*

Armour Institute, Certificate; Stout State College, B.S.; Iowa State College, M.S. Stout State College 1916-1954.

GERTRUDE M. O'BRIEN, *Registrar and Placement Chairman*

University of Wisconsin, Ph.B., Ph.M. Stout State College 1928-1955.

CORYDON L. RICH, *Science and Mathematics*

Wisconsin State College, Oshkosh, Ed.B.; University of Wisconsin, Ph.M.; University of Minnesota. Graduate Study. Stout State College 1931-1956.

MABEL C. ROGERS, *Food and Nutrition*

Michigan State College, B.S.; Columbia University, A.M. Stout State College 1935-1947.

F. E. TUSTISON, *Science and Mathematics*

Ohio Wesleyan University, B.S.; University of Wisconsin, M.S. Stout State College 1920-1951.

Cooperating Schools in the Student Teaching Program

ON CAMPUS

<i>School</i>	<i>Administrative Head</i>	<i>Supervising Teacher</i>
Menomonie High School	Mrs. Frances Schneider Miss Rhea Van Vleet	William Terrill

OFF-CAMPUS

Home Economics

Baldwin High School	Mrs. Dorothy Johnson	Louis F. Berg
Glenwood City High School	Mrs. Mildren Halverson	Duane Alph
Medford High School	Miss Sybil Widvy Miss Marian Pientok	Orvus Dodsworth
Mondovi High School	Miss Jane Klatt	W. H. Hehli
Neillsville High School	Miss Lois Feggestad	D. E. Peters
Rice Lake High School	Miss Doris Brimer	Louis King
Schofield High School	Miss Hermelinda Bohl	Franklin McIntire
Onalaska High School	Mrs. Betty Taylor	Robert G. Peterson
Amery High School	Mrs. Marjorie Porter	Daryl Lien

Industrial Education

Altoona High School	Wayne West	Einar Pederson
Bloomer High School	Clarence Gorges	Francis Herrell
Chetek High School	Loran Celley	Carl Gerber
Eau Claire Senior High School	Adrian Burmeister Claude Craemer Gordon Rehm Charles Vlcek	Homer E. DeLong
Eau Claire Vocational School	Fred Brecklin Elmer Roos	W. L. Enge
Hudson High School	Alvin Weitkamp	Edward P. Rock
Hurley High School	Zenda DeRubeis	H. F. Connors

Kaukauna Vocational School	William Roerig Walter Vernon	D. J. Bordini
La Crosse Central High School	Robert McLeod Alfred Hemauer Richard Mitchell	A. F. Jordan
La Crosse Logan High School	Burton Smith	A. F. Jordan
La Crosse Vocational School	Neal Stromstad James A. Becker	John B. Coleman
Ladysmith High School	John Cardinal	Harold Schiotz
Menasha High School	Vernon Knox H. O. Griffith	M. J. Gegan
Mondovi High School	Mike Anderson	William H. Hehli
Neenah High School	Al Poellinger	Harold B. Mennes
New Richmond High School	Edwin Ebert	Jess F. Laundrie
Onalaska High School	Larry Mosher	Robert G. Peterson
Plymouth High School	Ernest Haucke	Elden M. Amundson
Eau Claire Regis High School	Herbert Meisner	Rev. John D. Rossiter
Stevens Point Jacobs High School	Willard Schlice John Hummel	A. Moldenhauer
Waupaca High School	John Morgan	George Hendrickson
Wausau Senior High School	Warren Thomas Robert St. Clair	G. W. Bannerman

GENERAL INFORMATION

Stout State College has been training teachers for vocational, industrial and home economics education since 1893. At first provision was made for only a two-year course, but in 1917 the four-year course, and in 1935 the fifth year on the graduate level, leading to the degree of Master of Science, were authorized. During these years of development and expansion, Stout held consistently to the function of preparing teachers and administrators in these fields of work.

Provisions are made for students to complete requirements for the degree of Bachelor of Science or to take undergraduate work beyond the degree requirements for refresher purposes. Beginning with the second semester of the college year 1945-46, graduate work has been offered during both the regular session and the summer session. This curriculum leads to the degree of Master of Science with the major in vocational education, industrial arts education, or home economics education. For persons interested in study in these fields, Stout State College has unusual facilities and an unexcelled faculty.

The college year is thirty-six weeks in length. There are two semesters of eighteen weeks each. The summer session, which opens each year in June, two weeks after the close of the regular session, is six or eight weeks in length.

HISTORY

The history of Stout State College dates back to the year 1889 when Senator James H. Stout offered the people of Menomonie a program of manual training and domestic science in all twelve grades of the Menomonie public schools. From the beginning the graduates of Menomonie High School were offered teaching positions. Thus began a pioneer teaching program in the United States.

In 1893 new buildings were constructed, and in 1903 The Stout Manual Training and Domestic Science School which was independent of the public schools was established and financed by Senator Stout. His patronage continued through twenty-five critical years until his death in 1910.

Through Senator Stout's efforts, Dr. Lorenzo Dow Harvey, a former state superintendent of instruction in Wisconsin, assumed the presidency of The Stout Manual Training and Domestic Science School in 1903. Dr. Harvey continued to serve in that capacity when the name of the school was changed to The Stout Institute five years later. This name remained following its presentation, acceptance, and placement under the control of a board of trustees by the state of Wisconsin in 1911.

matics, social sciences, physical education, and music. In conjunction with the specialized divisions of Stout State College, the specific aims of these studies are to encourage the student:

1. To secure effective use of the English language in writing and speaking and the ability to acquire ideas by reading and listening.
2. To acquire understandings and attitudes basic to a happy family life.
3. To maintain and to improve good mental and physical health.
4. To participate as an informed responsible citizen in the solution of community, state, national, and international problems.
5. To know and to use skills and habits involved in critical and constructive thinking.
6. To understand and to enjoy literature, drama, art, music, and crafts; and to participate to some extent in these fields.
7. To understand basic facts and methods of science as applied to life activities.
8. To develop potential abilities and talents, and to sense limitations.
9. To develop a philosophy of life including values which are socially constructive and personally satisfying.
10. To learn historical origins and cultural heritage which serve as a background for present-day problems.
11. To attain individual achievement toward ideals and social goals in a democracy.

Thus, Stout State College believes that men and women should receive not only professional training but also the kind of general education that will make them responsible and informed citizens, equip them with an understanding of our changing civilization, and enable them to enjoy the arts of living.

ENROLLMENT

While most of the students come from Wisconsin, almost every state in the Union has been represented in the enrollment at Stout State College. Through the years the enrollment at Stout has been more than national in character. In past years as many as thirty-eight states, Canada, Panama, Peru, Germany, Finland, the Philippines, France, Paraguay, Bolivia, Nigeria, Thailand, India, Japan, Indonesia, Malaya, Jordan, Israel, Ethiopia, Lebanon, Columbia, and Guam have been represented. Almost every year students from Hawaii and Alaska have attended Stout State College.

Stout graduates are teaching in every state of the Union, in Canada, the Canal Zone, Hawaii, Cuba, Alaska, and the West Indies.

CONSERVATION

By Wisconsin state law, instruction in conservation is required for all students who are to be certified to teach courses in science and social science.

Although Stout State College does not specifically prepare teachers in these subjects, for general education purposes units on conservation are integrated in the following areas: economics, sociology, government, woodworking, metalworking, printing, safety education, consumer information, food, and clothing.

BUILDINGS AND GROUNDS

Five large, thoroughly equipped buildings (Harvey Hall, Bowman Hall, the Physical Education Building, the Trades Building and the Library) comprise the central plant. In addition, there are three residence halls, eighty-seven small houses for veterans, and two home management houses. A new student union will be ready for occupancy during the school year 1958. The grounds include spacious lawns for the women's dormitories and veterans' homes, a practice field, tennis courts and the Burton E. Nelson Athletic Field.

THE LIBRARY

The new library building houses 70,000 volumes and seats 250 readers. It has an audio-visual room, seminar rooms, and spaces for displays. The library provides a wide range of reference material, particularly on home economics and industrial and vocational education. It is also rich in the fields of art, the social and natural sciences, mathematics, engineering, manufacturing, and industry. A large number of books and magazines for purely cultural reading is provided.

LABORATORIES AND EQUIPMENT

The shops for the teaching of industrial subjects are all well equipped and modern. The Trades Building is devoted exclusively to shops containing complete equipment for elementary and advanced classes in carpentry, cabinet making, general woodwork, auto mechanics, sheet metal, painting and finishing, architectural and machine drafting, and visual education. All types of visual education equipment are provided. Bowman Hall contains shops completely equipped for work in general mechanics, foundry, printing, general metal, electrical work, and machine shop practice. A physics laboratory and shops for student teaching are housed here. This building also contains lecture rooms for courses in arts and sciences.

The home economics laboratories in Harvey Hall have recently been extensively remodeled and re-equipped. This modernization program includes the laboratories used for art and home furnishings, child development, food and nutrition, home management, clothing and textiles, home economics education and the sciences. Adequate lighting and modern furnishings and equipment make for effective instruction in pleasant and comfortable surroundings. Stout State College home economics laboratories, because of their unique nature and functional arrangement, have attracted hundreds of visitors from the United States and many other countries.

AUDITORIUM

One of the wings of Harvey Hall houses a large modern auditorium with a seating capacity of 800. At least once every two weeks an attractive program of an educational or entertainment nature is presented by nationally-known speakers or performers. The large stage makes possible the appearance of orchestral and choral groups, and provides excellent facilities for dramatic offerings.

HOME MANAGEMENT HOUSE

Two thoroughly modern and fully equipped home management houses provide all conveniences and accommodations desired in buildings of this type. Each house contains living room, kitchen, laundry, and the director's living quarters in addition to comfortable, well-lighted student rooms.

RESIDENCE HALLS

Two residence halls are provided for women, Bertha Tainter Hall and Eichelberger Hall. These residence halls are located on spacious grounds overlooking Lake Menomin. The reception rooms and student living quarters are all comfortably and attractively furnished. The dining room located in Tainter Hall serves carefully planned meals. The charge for meals is maintained at as low a rate as possible under the prevailing price structure. Laundry facilities are available at a minimum charge to students living in these dormitories.

Lynwood Hall, the men's residence hall, has large recreation and living rooms and comfortable quarters for the men students. The building is sound-proofed.

All nonresident freshman and transfer students are required to live in the college residence halls. All sophomore students under twenty-five years of age are also expected to live in the residence halls, when such accommodations are available.

Rooms are available on the Sunday immediately preceding registration day in the fall. All rooms are assigned for the entire academic year. Each room is furnished with single beds and innerspring mattresses, pillows, dresser, study table, chairs, study lamp, and book case. Sheets, pillow cases, and one blanket are supplied for each bed. Additional bed covering, such as extra blankets, must be supplied by the student. Students are requested not to bring additional furniture, particularly floor lamps. Radios are permitted in the rooms, provided the students comply with the regulations for radios. There is a radio for general use in each lounge.

Accommodations for men and women students not living in the dormitories may be procured in the city.

THE TEA ROOM

The Stout Tea Room in Bertha Tainter Hall is used chiefly as a laboratory for classes in applied institution management. Attractive, well-balanced, inexpensive meals are served. The Tea Room is open to students, faculty, and their friends.

THE STUDENT UNION

The new two-story student union which will be ready for occupancy in 1958 will provide varied recreational facilities. On the first floor there will be a snack area, game room, hobby room, reading and television viewing areas, and space for a checkroom and for equipment maintenance. A large area on the second floor of the building will be equipped to serve both as a ballroom and meeting place for large gatherings. In addition, conference rooms, office space, and lounges will be provided.

Special Statement Concerning Automobiles

It is recommended that students do not bring their automobiles to the college campus for regular use. The added expense involved in such an operation, the absence of convenient parking facilities, the hazards which automobile would have difficulty obtaining a student loan. Arship form the basis for this recommendation. A student owning an automobile would have difficulty obtaining a student loan.

If students wish to operate automobiles, however, certain regulations must be observed:

1. The automobile must be registered in the Office of the Dean of Men. Students who operate an automobile for more than two weeks and who fail to register the vehicle may be suspended from college.
2. Possession of a driver's license, coverage by liability insurance, approval of the automobile for mechanical safety when inspection is requested, and parental consent for students who are minors form other basic requirements for automobile operation.

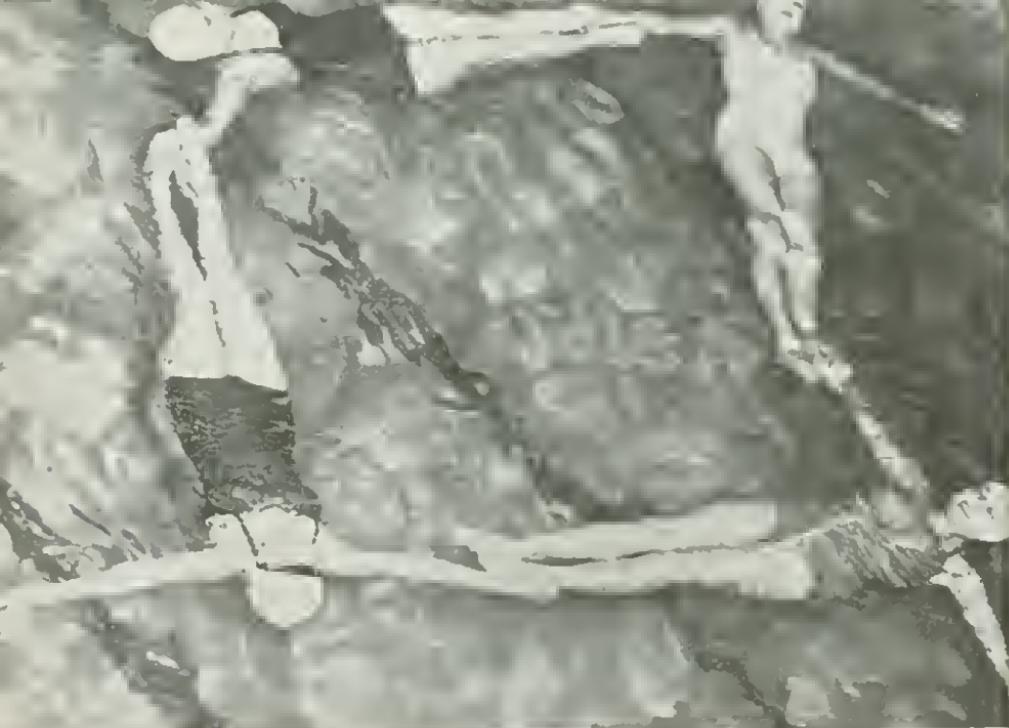
College Attendance and Your Military Obligation

Menomonie maintains a unit of the Wisconsin National Guard, with headquarters in the armory located just off the campus of Stout State College. Many students attending Stout belong to this unit.

It is possible for a man who joins a national guard unit before he is 18½ years old, and who then attends that unit's weekly drills, to be exempt from the selective service. A high school pupil can join any local guard unit, transfer to Stout upon completion of high school, and by drilling with the Menomonie unit still maintain the military status which he had while at home.

Students who belong to another guard unit within Wisconsin can continue their drill in Menomonie while attending Stout. Persons in national guard units in other states can make a somewhat similar arrangement. All of the aforementioned persons will be permitted, under current regulations, to complete their college education.

Not only can a man fulfill his military obligations in this way, but his unit's weekly drill periods make it possible for him to earn an average of at least \$12.00 per month.



• Recreation is an important part of school life. A cool dip in the crystal pool or a pleasant round of golf are only a few of the warm-weather pleasures for which Stout is famous. Located at the gateway to Wisconsin's Indianhead vacationland, Menomonie offers a wide choice of fishing, boating, swimming, archery, tennis, and college parties.

ACADEMIC INFORMATION

Registration Periods

Registration of students for all schools and departments occurs at the beginning of the first semester in September, at the beginning of the second semester in January, and at the beginning of the summer session in June. Registration for technical courses offered in the School of Industrial Education may also occur at the beginning of the second and fourth nine week periods of the college year. The college calendar near the beginning of this bulletin indicates the dates for these registration periods.

Admission Procedures

Application for admission forms may be received from the Director of Student Personnel Services. These forms should be filed with the Registrar as early as possible before the intended date of enrollment. High school seniors who plan to enroll are encouraged to file application for admission forms during their last semester of high school attendance. These forms include a health examination form and a housing form, as well as the application for admission itself, which contains a certified record of high school work and a recommendation by the high school principal. When students apply for admission before high school graduation, a separate form containing the last semester's record is obtained from the high school after graduation. Care and accuracy are requested in completing these application forms.

Students with previous college experience must request the registrar of each college attended to send a complete transcript of the college record to the Stout Registrar in addition to the application for admission forms.

ENTRANCE REQUIREMENTS

Students admitted to Stout consist of three groups:

1. Those who have graduated from an approved high school with a satisfactory record.
2. Those who have submitted evidence of studies pursued successfully in another institution of higher learning.
3. Those who qualify as adult special students.

High School Graduates

Entrance requirements for high school graduates are as follows:

1. Graduation from a legally established public or private high school with 16 units of work. (A unit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.)
2. Recommendation that the student be admitted by the principal of the high school.
3. Rank in the upper three-fourths of the graduating class.

4. A minimum of nine units of credit from the following fields:
English and Speech
Foreign Language
Natural Science
History and Social Science
Mathematics
5. Students who do not meet the requirements outlined in items 3 and 4 above may be admitted on probation provided there is evidence of their ability to do satisfactory college work. A counseling interview is usually scheduled for such applicants.

Transfer Students

As Stout curricula require both breadth of academic and professional courses, and a heavy concentration in a highly specialized field, students who expect to graduate from the college are advised to enter during the freshman year. It is difficult for students to complete the requirements for graduation in four years if transfer occurs after the sophomore year. Balance in programs is most easily attained by those who attend Stout from the outset of college attendance.

If a student has attended any other institution of higher learning, a transcript of his record at that college should be filed with the Registrar at least a month prior to the opening of the session the student desires to enter. Such transcripts are in addition to the regular application for admission forms. College transcripts are required even if no credit was earned or if no transfer credit is desired by the student, so that evidence of honorable dismissal by the institution granting previous admission is provided.

Credits earned in accredited institutions of higher learning are accepted so far as they fit into the curriculum which the student selects at Stout. Credits which are to be used as electives must carry a grade of C or better. A maximum of 32 semester hours of credit earned by means of extension work, (of which not more than 5 semester hours of credit may be earned through correspondence study) will be accepted toward meeting graduation requirements. As students must count correspondence courses in determining their semester load, permission should be obtained from the dean of the appropriate school before registering for a correspondence course. Whenever a person has a year and a vacation period to complete the correspondence course, it is not counted as a part of the semester load.

Adult Special Students

Adults over the age of 21 may be admitted even though they have not completed high school, if scholastic success and appropriateness of the offerings of the college are indicated by tests and interviews conducted at the college. Those who expect to enter as adult specials should arrange with the Director of Student Personnel Services for such testing and interviewing well in advance of the term for which entrance is desired.

Veterans

Veterans may belong in any one of the three groups described above. Special provisions are made for admitting veterans of the U.S. armed forces. Curriculum adjustments provide modified programs to meet individual needs. Credit for educational experience in the armed services is given according to the recommendation of the guide compiled by the American Council on Education.

Guidance Tests Required

A testing program designed to assist students and their counselors in educational, vocational, and personal planning is required of all freshman and transfer students. Some of these tests are given during orientation week of the first semester. A two dollar fee will be charged those who take the examination at other than the scheduled times.

A supplementary physical examination is given all first year students by the college physician. Payment of fees at registration time entitles the student to this service.

Records of Students

Applications for admission and scholarships, as well as a permanent record of all courses for which a student enrolls, are kept in the Registrar's office. Other personnel records, including guidance test results, are maintained in the student personnel office. Students are invited to check from time to time with these offices so that knowledge of these records may be used in programming and other planning.

Scholarship Standards

Credit for work done at the college is expressed in semester hours. A credit of one semester hour represents the satisfactory completion of the work of one recitation a week for a period of one semester. A course having five recitations a week will, therefore, give five semester hours of credit. (Two hours of laboratory work will count as one credit hour.)

In order to receive a degree, the student not only must gain the required number of credits in the course which he is pursuing, but also must attain a certain standard of scholarship. This standard is fixed by grade points as credits. Grade points are apportioned as follows:

- A 4 grade points per semester hour credit — Excellent
- B 3 grade points per semester hour credit — Good
- C 2 grade points per semester hour credit — Average
- D 1 grade point per semester hour credit — Poor
- F 0 grade point per semester hour credit — Failure

Inc. (incompletes) are given only in cases in which the absence incurred has been due to situations over which neither the student nor the teacher has any control. To secure an incomplete, a student must have a passing grade in the course at the time of withdrawal.

Student Programs

No student may enroll for a program of less than 12 semester hours without permission of the dean. No student may enroll for more than 17 semester hours except with permission of the dean of the school. Any student on scholarship probation must carry a reduced program.

Inasmuch as correspondence courses, extension courses and vocational courses require additional preparation and attendance, enrollment in such courses must be included in the student program. Permission must therefore be obtained from the dean for enrollment in such courses.

Attendance Regulations

Any student who is too ill to attend classes should report at once to the school nurse. Students living in Menomonie shall have their parents or guardian notify the school nurse. Cases of severe illness or other serious situations that will enforce prolonged absence should be reported to the Dean of Women or Dean of Men.

1. For each unexcused absence in excess of two per class per semester, one negative grade point will be recorded.
2. The day before and the day following a vacation are "no-cut days." One negative grade point will be recorded for each unexcused absence from a class on a "no-cut day."
3. All excuses will be issued by the Dean of Men or the Dean of Women.
4. Students are held responsible for all class work. Make-up will be permitted for excused absences.

Requirements for Graduation

Fully registered students at Stout State College in the School of Home Economics must complete one hundred and twenty-four semester hours and earn one hundred and twenty-four grade points, plus the requirements in physical education. Students in the School of Industrial Education must complete one hundred and twenty-eight semester hours and earn one hundred and twenty-eight grade points, plus the requirements in physical education. Beginning with the freshman class entering in the fall of 1957 the graduation requirements in the School of Home Economics will be one hundred and twenty-eight semester hours and two hundred and fifty-six grade points. The graduation requirements for the School of Industrial Education will be one hundred and thirty semester hours of credit and two hundred and sixty grade points. These changes result from the inclusion of credit for physical education and the use of a different method for computing grade points.

The minimum residence requirement is thirty-two semester hours and thirty-two grade points to be earned in at least thirty-six weeks of attendance at Stout State College. The last year of credit must be earned in residence at Stout State College. Candidates for diplomas are required to attend the Commencement Exercises.

Registration with the Placement Office is a requirement for graduation.

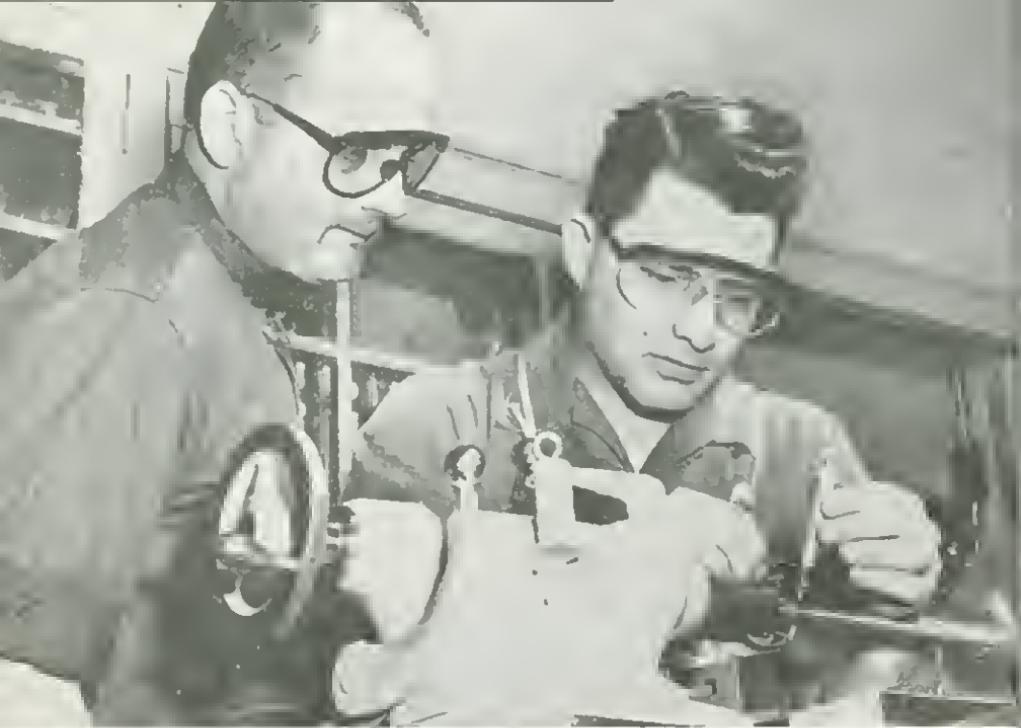
THE DEGREE OF BACHELOR OF SCIENCE

The degree of Bachelor of Science is conferred upon all students completing curriculum requirements in the School of Home Economics and in the School of Industrial Education. These courses require four years work beyond the high school. Upon completion of the work of the Education major a diploma is issued, which by statute is made the basis for a life certificate after two years of successful teaching in Wisconsin. This life certificate legally qualifies the holder to teach in the public schools of the state the subjects in which he has taken training. The license is issued by the Wisconsin State Department of Public Instruction.

Students graduating with a major in Dietetics meet the requirements set up by the American Dietetic Association.

HONORS

In each graduating class, the selection of students for high distinction and distinction is based upon scholarship, personality, promise of success, social attitudes and accomplishments, and value to the school. The high distinction group is not more than 5% of each of the graduating groups, Home Economics and Industrial Education, and the distinction group not more than 10%. These honors are indicated on diplomas and on the commencement program.



• Stout students work in modern and well equipped laboratories. Here they are taught the latest techniques in research and experimentation. Both men and women participate in laboratories which are under the personal supervision of competent instructors.

FINANCIAL INFORMATION

FEES

Since the catalog must be prepared far in advance, all fees, room and food rates, and other charges are subject to change without notice in this catalog. Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by the student. Students are not admitted to classes without this receipt.

Fees for One Semester

Incidental Fee	-----	\$58.50
Student Activity Fee	-----	24.00
Textbook Fee	-----	6.00

TUITION

There is no tuition charge for residents of Wisconsin. The tuition for nonresidents is \$52.50 per semester. A nonresident is defined as any student who has not been a resident of the state for one year preceding his first admission to Stout State College.

STUDENT ACTIVITY FEE

All students are members of the Stout Student Association. The student activity fee entitles every student of the college to admission to all athletic events; to all concerts given by student musical organizations; to productions by the dramatic organization; to lyceum and assembly programs sponsored by the college; and to all student dances given under the auspices of the student association. The fee also covers the cost of subscription to *The Stoutonia*, the student weekly newspaper; *The Tower*, the college annual; class membership; and membership in the Student Union. The activity fee also includes a student health fee which provides minor dispensary service and physical examinations.

TEXTBOOK FEE

Textbooks are supplied to undergraduate students on a rental basis at the rate of \$6.00 per semester.

ROOM AND FOOD COSTS

The current rate for room rent in the residence halls is from \$76.50 to \$112.50 per semester depending upon the type of room provided. Food in the dormitory dining room is provided at as low a rate as possible under prevailing prices. The rate for the first semester of 1957-58 for twenty meals per week is \$210.00 Rates off-campus vary, some being even lower than those indicated above.

LABORATORY AND SHOP COSTS

In general, all material for laboratories and shops are furnished. However, in a few courses the student furnishes material for a project which is to be his own personal property when completed.

PART-TIME STUDENTS

All residents students taking courses aggregating eight or less semester hours of credit shall be classified a part-time students. Those students taking courses aggregating less than eight hours of credit shall pay an incidental fee of \$6.00 per credit (resident student) or \$10.00 per credit (nonresident student) except that the total charge shall not exceed \$35.00 for resident students or \$60.00 for nonresident students.

SPECIAL FEES

Diploma Fee -----	\$5.00
Special Examination Fee (taken in special cases only) -----	2.00
Commencement regalia rental based on cost	

Refunds

Withdrawal during first and second weeks	80%
Withdrawal during third week	60%
Withdrawal during fourth week	40%
Withdrawal during fifth week	20%
Over five weeks	No refund

Students boarding in the dormitories are entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to get an occupant at the earliest date possible.

FINANCIAL AIDS FOR STUDENTS

Financial aids are provided to assist students who might otherwise find college attendance difficult or impossible. These aids include scholarships, grants-in-aid, loans, and part time employment. The type and amount of aid are determined by the student's financial need, scholastic promise, health, vocational goal, special talent, character, and personality.

Applications Required

To obtain financial assistance, new students must submit both application for admission and application for financial aid forms. Students who have matriculated previously file only the application for financial aid form. These forms may be obtained from the student personnel office. A brief description of each type of assistance follows.

SCOLARSHIPS AND GRANTS-IN-AID

LEGISLATIVE SCHOLARSHIPS

One type of scholarship authorized by Wisconsin Statutes is granted automatically to high school graduates of public or private schools. Eligible are those who ranked first in scholarship in Wisconsin high schools enrolling less than 250 students, who ranked first and second in scholarship in Wisconsin high schools enrolling 250 to 750 students, and who ranked first, second, and third in scholarship in Wisconsin high schools enrolling 750 or more students. In case the person or persons eligible for scholarships under these conditions do not elect to enroll at a Wisconsin State College, the scholarship may be granted to graduates who were next highest in scholastic rank. These scholarships are in the form of incidental fee exemption for each semester of the freshman year (\$58.50 per semester). To qualify for the second semester's grant the student must maintain at least a C average during the first semester of attendance.

OTHER LEGISLATIVE SCHOLARSHIPS

Wisconsin Statutes also provide that scholarships in the form of incidental fee exemption (\$58.50 per semester during the freshman year) may be granted to other graduates of Wisconsin public or private high schools who have good scholastic promise, financial need, and leadership ability. The number of these scholarships is limited to fifteen per cent of the previous year's total freshman enrollment.

ALUMNI SCHOLARSHIPS

Each year the Stout Alumni Association awards a few scholarships which have approximately the same value as the legislative scholarships. Prospective students who wish to apply for these alumni grants are invited to contact any alumnus or write to the Secretary of the Stout Alumni Association, Stout State College, Menomonie, Wisconsin.

MENOMONIE SCHOLARSHIP DONORS

Each of the following organizations and business firms from the city of Menomonie, provides a scholarship of \$100.00 to a freshman who is recommended by the scholarship committee.

- Bank of Menomonie
- Lions Club
- Chamber of Commerce
- Rotary Club
- Menomonie Brick Company
- Badger State Yard
- First National Bank
- Lee's Drug Store
- Kraft State Bank
- Wisconsin Milling Company

MARY J. EICHELBERGER SCHOLARSHIPS

Several scholarships of indeterminate amount, depending on the financial needs of the applicant, are awarded each year from the income of the Mary J. Eichelberger fund. These grants are usually limited to freshmen.

THE GEORGE WILSON LAPONTE, JR. MEMORIAL SCHOLARSHIP

This fund was created by friends of the late George Wilson LaPointe, Jr., nationally known lumberman. The income from the fund is used as a scholarship awarded from time to time to a deserving and worthy student. Where possible, preference is given to a man whose technical concentration is in the field of woodworking.

AMERICAN FEDERATION OF LABOR SCHOLARSHIP

The Wisconsin State Council of the United Brotherhood of Carpenters and Joiners of America, A. F. of L., annually selects a graduate apprentice for a one-year scholarship. This scholarship covers the basic expenses for the student, enabling him to attend Stout for one year. The student is selected through competitive examinations and takes a special program of work.

THE DUNN COUNTY HOME DEMONSTRATION COUNCIL SCHOLARSHIP

The Dunn County Home Demonstration Council awards \$100.00 annually to a Dunn County girl with an outstanding high school record who plans to study home economics at Stout.

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN SCHOLARSHIP

The Menomonie Branch of the A. A. U. W. annually awards a scholarship in the amount of \$50.00 to a sophomore, junior or senior woman student. Applications are invited during the freshman year of attendance.

FRATERNITY AND SORORITY SCHOLARSHIPS

The following fraternities and sororities each give an annual award to outstanding students. These awards are given in the spring at Honors Day to students then in residence.

Alpha Psi Omega
Epsilon Pi Tau
Pallas Athene
Phi Upsilon Omicron
Sigma Sigma Sigma

PHI OMEGA SCHOLARSHIP

The Phi Omega Beta fraternity provides a grant-in-aid, for an amount equal to that of a legislative scholarship, to a freshman athlete with scholastic qualifications.

YATES-AMERICAN SCHOLARSHIP

The Yates-American Machinery Company, Beloit, Wisconsin, awards a scholarship yearly in the amount of \$145.00 to a junior or senior student who is a woodworking major. Those who are eligible to apply for this grant will receive information at one of the scheduled adviser-advisee meetings.

FOREIGN STUDENTS

A limited number of scholarships consisting of tuition and fee exemptions is available to foreign students.

AMERICAN INDIAN STUDENT SCHOLARSHIP

The State Department of Public Instruction and the Bureau of Indian Affairs, Department of the Interior, cooperates with Stout State College in providing scholarships to American Indians who are high school graduates and who have scholastic promise and financial need. The amount of these scholarships is determined by the extent of financial need. Sometimes these grants include board and room.

STUDENT LOANS

STATE OF WISCONSIN LOANS

The State of Wisconsin makes loans to assist needy, resident students to attend state educational institutions of college rank. The amount of such loans is not to exceed \$200.00 per year for fees and \$120.00 per semester for partial maintenance purposes. Application for such a loan can be filed after the fourth week of college attendance. These loans are non-interest bearing during the period in which the student is in college residence, including intermediate regular vacation periods. They bear interest at four per cent from the date of last attendance and mature two years subsequent to the date of last attendance.

THE EICHELBERGER LOAN FUND

This fund was established through a legacy from Mrs. Mary J. Eichelberger of Horicon, Wisconsin. Loans from this fund may be made after one year of attendance. It is available without regard to residence.

THE FRED A. FISCHER LOAN FUND

The parents and friends of Fred Fischer, a Stout alumnus who died in service in 1952, have created a student loan fund.

EMERGENCY LOAN FUND

Emergency loans are provided through the Stout Student Association for students who need small sums for immediate use.

THE HANDY FUND

A substantial gift of money from Robert J. Handy, a parent of a recent Stout graduate, has been designated as an emergency fund to assist students who experience financial distress in meeting essential needs. Records will be kept of the assistance given and the recipients will be invited to restore the amount received when they find themselves financially able to do so. Students who need this type of aid are invited to inquire about it at the Student Personnel Office.

OTHER LOANS

Students frequently obtain loans from sources outside the college. For instance, the P.E.O. Sisterhood grants loans not to exceed \$500.00 at a minimum rate of interest. Upperclasswomen are eligible. Women who need such aid should contact the Dean of Women.

PART-TIME EMPLOYMENT

Many students receive part-time employment on the campus in such places as the cafeteria, library, building maintenance department, student union, printshop, offices needing clerical assistants, and dormitories. Other students are assisted in finding off-campus jobs. Although the professed demand for employment usually exceeds the supply of jobs, those who aggressively and earnestly seek work are usually able to find part-time employment. The Dean of Men directs this service for students.

STUDENT PERSONNEL SERVICES

A major aim of Stout State College is to assist students in making maximal progress toward suitable, achievable, and satisfying educational, vocational, personal, and social goals. To facilitate the accomplishment of this aim, the non-instructional and non-business areas of the college administration are organized into a program of Student Personnel Services.

These services include: selection and retention of students, orientation of new students, personalized registration, counseling, testing, health services, housing, food services, personnel records, co-curricular activities, financial aid (including part-time employment), remediation of scholastic deficiencies, stimulation of student religious activities, research, placement and follow-up. The personnel program seeks to supplement the instructional offerings by providing both group and individual experiences which focus attention on self-understanding, personal growth and wholesome citizenship in a democratic setting. Every possible effort is made to foster a friendly democratic atmosphere in all personnel work so that personal integrity and group morale will be preserved.

Freshman Week

A major portion of the opening week of each school year is devoted to orientation activities for students who enter the college for the first time. During this period, these students follow a schedule which acquaints them with the college campus and its buildings, the city of Menomonie, their fellow students and faculty members, their class schedules, the church of their choice, and the customs and aims of Stout State College. Among the happiest and most worthwhile phases of Freshman Week are the contacts that new students make with each other and with the upperclassmen and the staff members. Students who enter wholeheartedly into this program will find themselves ready to begin effective and happy participation in college life. A testing program is also included during Freshman Week so that the counselors may assist these students more effectively.

Advisers

The foundation of the student personnel work is laid in the day-to-day contacts between teachers and students. The Deans of the Schools of Home Economics and Industrial Education also provide a great number of personnel services. They administer the programming of students and do much of the education counseling involved in such planning. The deans are assisted by faculty advisers.

At entrance, each girl is assigned to a faculty member who serves as her adviser during her stay at the college. The adviser assists the student with the preparation of a program of studies prior to each registration period, as

well as with other problems. Referrals are made to the Dean of the School of Home Economics, or to the Counseling Center, if the student and the adviser so decide.

Men students are assigned to freshman advisers for the first year of college. At the beginning of the sophomore year, or as soon as the students have selected their areas of concentration, they are assigned to a faculty adviser in the field of their major interest. All advisers assist their advisees with programming prior to each registration period and assist them with other problems with which they are in a position to render help. Referrals are made to the Dean of the School of Industrial Education or to the Counseling Center, whenever the need for additional counseling develops.

Counseling and Testing Center

The Director of Student Personnel Services, in addition to his general coordination duties, maintains a counseling and testing center for those who desire assistance with personal, vocational or educational problems. Students should seek his services if they are experiencing scholastic difficulty; if they are in doubt about the appropriateness of their vocational or educational goals; if they experience anxiety about personal or social affairs; if they desire to increase their self-understanding by participating in counseling interviews, testing, or other means of self-study; or if they have other problems. Aptitude, achievement, interest, and personality test are administered to students without charge if students seek and need such service.

Social Life

The Dean of Men and the Dean of Women cooperate with the Student Governing Board and the Stout Student Association offices in planning and administering the social program of the college. Students who desire assistance in regard to housing, social adjustment, participation in activities, orientation to college customs and regulations, and similar matters are invited to seek the help of these deans.

Financial Aid

The Dean of Men maintains an employment service for students who seek part-time employment. All applications for on-campus employment are processed by him and he also maintains contact with off-campus employers of students. Loans to students are also processed from his office. Students who need funds for emergency purposes should also consult him.

Veteran's Service

Special assistance is given veterans by the Dean of the School of Industrial Education and by the Registrar. These offices provide veterans with current information on veterans affairs and maintain liaison between the Veterans Administration and the college.

Placement

During the senior year, all students complete records for use by the Placement Chairman. The placement office is maintained to serve seniors, graduates and employers. This service is dependent upon the cooperation of the graduates in maintaining up-to-date credentials. Due to its national reputation in home economics and industrial arts, coupled with the critical shortage of professional personnel in most of the areas for which curricula are offered, Stout State College has maintained an enviable placement record. The Placement Chairman brings to the attention of properly qualified seniors and graduates, vacancies which employers report, realistic information regarding trends in supply and demand, and data about salaries and conditions of employment.



The friendships that are made at Stout will be many and will continue for a lifetime.



STUDENT ACTIVITIES

Stout State College offers a wide range of student activities. The college encourages all students to participate in campus organizations, for these contribute to better citizenship and a more satisfying personal, family and social life.

All students are members of the Stout Student Association. Within this organization there is a strong student government, which consists of three parts: (1) Four executive officers, elected by the student body; (2) The student governing board, a policy-making group consisting of ten students and three faculty members; and (3) A student court to handle disciplinary problems.

Publications

The Stoutonia, the student weekly newspaper, ranks high among college newspapers. It offers opportunity for experience in printing as well as writing, photography, editing and advertising. *The Tower*, the college annual, is also a student product. Both publications are financed by S.S.A. funds. These publications are distributed to all students, as members of the S.S.A.

Athletics

Intercollegiate athletics are under the direction of the faculty committee on athletics. Stout State College is a member of the Wisconsin State College Athletic Conference and is subject to the rules of this conference. The college is a member of the National Association of Intercollegiate Athletics and is committed to the enforcement of their rules and regulations. The College is represented by intercollegiate teams in football, basketball, baseball, golf and tennis.

The athletic program at Stout State College exists because of the contributions it makes to the total educational program. For the participant it provides general educational values and constitutes a laboratory for the preparation of future high school athletic coaches.

The "S" Club is a campus organization for men who have earned letters in intercollegiate sports.

Recreation and Sports

A varied program in intramural sports is offered for the men. The Women's Recreation Association sponsors a similar program for women. The Rifle Club, the Ski Club and the Bowhunters Club offer opportunities for all students who are interested in other active sports.

Dramatics

The Manual Arts Players of Alpha Psi Omega, a national dramatic fraternity, offers several plays each year. Membership includes those who participate in the backstage production as well as in acting.

Music

The Symphonic Singers, a combined choral and instrumental concert group, has attained recognition through its concerts in many states. The Glee Clubs, Band, and Orchestra also add greatly to the musical opportunities of the school. Several concerts are presented each year.

Service

Alpha Phi Omega is a national service fraternity for men who are interested in scouting. This organization is active in both campus and city affairs.

Honorary Organizations

Epsilon Pi Tau, national honorary scholastic fraternity in industrial arts education and vocational education, is represented on the Stout campus by Theta Chapter. Tau Chapter of Phi Upsilon Omicron, national honorary scholastic fraternity in home economics, is made up of women who have achieved distinction in scholarship and leadership.

Professional and Educational Clubs

The Home Economics Club, affiliated with the American Home Economics Association, sponsors several all-school projects. The Stout Typographical Society is an organization of men who are interested in printing. The Dietetic Club, Arts and Crafts, and Radio Club offer educational and recreational opportunities for those with special interests.

Social Fraternities and Sororities

There are four sororities and five fraternities on the Stout campus. Some of them are national and some local. These organizations contribute to the social life and experiences of their members and the college as a whole.

Religious Organizations

Student groups from the various churches in Menomonie are organized and carry on active programs in their respective churches. They are the Congo Club (Congregational), the Newman Club (Catholic), the Lutheran Student Association, the Wesley Foundation (Methodist), Gamma Delta (Lutheran), and the Canterbury Club (Episcopal).

The Inter-religious Council consists of three representatives from each of the above groups. Its aims are to stimulate student religious development, coordinate student religious activities, and promote an understanding among clergymen, faculty members, students, and parents, of the relationship that should exist between higher education and religion in a democratic society. It is the policy of the college to respect the religious preferences of all stu-

dents and yet to prevent conflict with the principles of separation of church and state, and of academic freedom. Encouragement, not sponsorship, is the essence of the program.

In addition to these organizations, there is an interdenominational student organization, the Stout Christian Fellowship, on the campus. Another organization for girls, the Y.W.C.A., sponsors many campus activities such as the Mother-Daughter Banquet and the Big-Little Sister program.



You will enjoy participating in the inter-collegiate sports program and the many activities that Northern Wisconsin has to offer.



SUMMER SESSION

The 53rd and the 54th summer sessions of Stout State College will be held during the summers of 1958 and 1959. The summer sessions open two weeks after the close of the second semester in June.

The regular summer session is six weeks in length. However, a post session of two weeks is scheduled during which post graduates may complete two hours of credit. This arrangement enables a graduate student to fulfill requirements for a master of science degree in four summer sessions. The summer session bulletin issued in April gives full information on courses and schedule.

Summer session classes are designed to meet the needs of various groups of people. Former students and graduates have an excellent opportunity for taking advanced work. Both graduate and undergraduate work will be offered. Supervisors and teachers of industrial education or home economics can strengthen their work in techniques or in the field of education. All persons interested in specific studies related to work in industrial or homemaking courses will find much of interest in the summer session schedule. The Wisconsin State Board of Vocational and adult Education through the use of federal teacher training funds is cooperating with Stout State College in the preparation of teachers for schools of vocational and adult education. The summer session schedule carries an excellent range of courses required for vocational classification.

Special lectures and conferences are included in the summer session program. It has been the policy of the college to secure special speakers particularly well qualified to handle the larger social problems of the present time. Special emphasis is given to the relationships and responsibilities which home economics and industrial education teachers have in the solution of these problems.

Credit granted for courses taken during the summer session will apply on course requirements where such courses are in the curriculum leading to the degree. The time assigned to summer session courses is increased in sufficient amounts to permit students to carry the courses for the same credit as in the regular session.

Teachers whose remaining work for a degree is in an amount too large to be conveniently completed through summer sessions are advised to use one or two semesters of attendance in addition to summer session attendance. In the preparation of the summer program certain courses are offered every summer while others are alternated. Courses are arranged in the schedule to permit the maximum flexibility in combinations to meet current educational needs. Students planning to attend several summer sessions should consult

advisers at the time of registration. Opportunity is offered in various courses to meet the rapidly changing requirements in teaching positions.

The April issue of the Stout State College Bulletin is the annual summer session bulletin. This contains general information on the summer session, description of courses, and the summer session class schedule including both undergraduate and graduate work. It will be sent on request.

COURSES OF STUDY

HOME ECONOMICS

The field of Home Economics is concerned with problems of home and family life, and its studies are based upon an understanding of the natural and social sciences and the humanities. The offerings in the School of Home Economics are planned to meet the student needs in family and community living and to offer a worthwhile training in the many professional fields open in home economics. Graduates of this college are prepared to fill positions in the teaching field, hospital dietetics, institution management, commercial demonstration work, agriculture extension service, and a wide range of home economics positions in business.

Curricula in the School of Home Economics meet the requirements for the degree of Bachelor of Science with a major in Home Economics Education, Home Economics, or Vocational Education. They also permit the meeting of requirements for teachers' licenses, or certification by the American Dietetic Association for dieticians. Students may specialize in Home Economics Education, Dietetics or Institution Management. Students without specific professional objectives may follow the General Home Economics Curriculum, a program designed for a general education in homemaking.

CURRICULUM IN HOME ECONOMICS

General Requirements

Major — Forty semester hours of Home Economics (Art 106, Art 220 and Art 334 may be included unless used to complete the requirements for a minor in Related Art).

Minors — One minor of twenty semester hours or two minors of fifteen semester hours each. These minors are outlined on page 74 of this bulletin.

Electives — Chosen from any of the subject matter fields. See Course Descriptions.

Total Semester hours required for graduation — One hundred twenty-eight.

First Year

Curriculum in Home Economics for all Majors

	Sem. Hrs.
English 102a—English Composition -----	3
English 102b—English Composition -----	3
Speech 106—Oral Communication -----	2
Science 214—Physiology and Anatomy -----	5
Education 123—General Psychology -----	3
Home Economics 102—Clothing Construction -----	3

Home Economics 114—Food Preparation	5
Home Economics 116—Personal Development	1
Art 106—Fundamentals of Design	3
Art 220—Clothing Selection	2
Physical Education 128a—Physical Education	1
Physical Education 128b—Physical Education	1

Home Economics Education

Second Year

Choose One:	Sem. Hrs.
English 216—English Literature (2)	
English 348—American Literature (2)	2
Science 125—General Chemistry	5
Social Science 309—General Sociology	3
Home Economics 212—Family Nutrition	3
Home Economics 218—Clothing Construction	3
Home Economics 315—Textiles	3
Home Economics 318—Family Health and Home Nursing	2
Art 334—Home Furnishings	3
Physical Education 228a—Physical Education	1
Physical Education 228b—Physical Education	1
Electives	6

Third Year

	Sem. Hrs.
Social Science 201—General Economics	3
Social Science 326—Marriage and the Family	2
English 346—Expository Writing	3
Education 222—Principles of Secondary Education	2
Education 303—Educational Psychology	2
Education 310—Introduction to Teaching Home Economics	2
Education 401—Guidance	2
Home Economics 334—Growth and Development of the Child	3
Home Economics 308—Meal Management	3
Home Economics 317—Consumer Information	3
Electives	7

Fourth Year

Choose One:	Sem. Hrs.
Social Science 407—History of the Americas (3)	
Social Science 410—Modern World (3)	3
Science 442—Community Hygiene	2 or 3
Home Economics 403—Home Management	4
Home Economics 424—Principles and Practices of Child Guidance	2
Electives	4 or 5

Education 402*—Philosophy of Vocational and Adult Education	2
Education 408*—Student Teaching in Home Economics	8
Education 427*—Methods of Teaching	4
Education 441*—Education Evaluation	2

*Student teaching may be taken either semester of the senior year. In order that the students may be free to teach in an off campus school during the second six weeks of the semester, the courses starred above must be taken concurrently, and no other courses scheduled for that semester.

Institution Management Major

Second Year

Choose One:	Sem. Hrs.
English 216—English Literature (2)	
English 348—American Literature (2)	2
Science 125—General Chemistry	5
Science 306—General Bacteriology	3
Science 208—Organic Chemistry	4
Social Science 309—General Sociology	3
Home Economics 212—Family Nutrition	3
Home Economics 230—Food Preparation	3
Home Economics 315—Textiles	3
Physical Education 228a—Physical Education	1
Physical Education 228b—Physical Education	1
Electives	4

Third Year

Sem. Hrs.
3
2
2
3
3
3
3
3
3
3
13

Fourth Year

Sem. Hrs.
2
3
4
3
3
3

Home Economics 463—Institution Management Problems _____ 2 or 3
 Electives _____ 10 or 11

(Note: Students who wish to qualify for internships in Dietetics or Institution Management, and students who wish to qualify for apprenticeship training under the American Restaurant Association, should follow the Dietetic curriculum.)

Dietetic Major

Second Year

Choose One:

	Sem. Hrs.
English 216—English Literature (2) _____	2
English 348—American Literature (2) _____	2
Science 125—General Chemistry _____	5
Science 306—General Bacteriology _____	3
Science 208—Organic Chemistry _____	4
Social Science 309—General Sociology _____	3
Home Economics 212—Family Nutrition _____	3
Home Economics 230—Food Preparation _____	3
Home Economics 315—Textiles _____	3
Physical Education 228a—Physical Education _____	1
Physical Education 228b—Physical Education _____	1
Electives _____	4

Third Year

	Sem. Hrs.
Science 322—Biochemistry _____	3
Science 362—Advanced Physiology _____	3
Social Science 201—General Economics _____	3
Social Science 326—Marriage and the Family _____	3
Home Economics 334—Growth and Development of the Child _____	2
Home Economics 308—Meal Management _____	3
Home Economics 328—Institution Administration _____	3
Electives _____	10

Fourth Year

	Sem. Hrs.
Choose One:	
Home Economics 300—Applied Institution Management (3) _____	
Home Economics 463—Institution Management Problems (2 or 3) _____	2 or 3
Education 320—Methods of Teaching _____	2
Home Economics 310—Nutrition and Dietetics _____	3
Home Economics 403—Home Management _____	4
Home Economics 418—Diet in Disease _____	3
Home Economics 438—Experimental Food _____	3
Home Economics 441—Food Service Accounting _____	3

Home Economics 452—Institution Food Preparation ----- 3
 Electives ----- 6 or 7

(Note: Students wishing to qualify for administrative work in dietetics should elect as many courses as possible from the Institution Management curriculum.)

General Home Economics Major
Second Year

Sem. Hrs.

Choose One:

English 216—English Literature (2)	-----	2
English 348—American Literature (2)	-----	2
Science 125—General Chemistry	-----	5
Social Science 309—General Sociology	-----	3
Home Economics 212—Nutrition	-----	3
Home Economics 218—Clothing Construction	-----	3
Home Economics 315—Textiles	-----	3
Home Economics 318—Family Health and Home Nursing	-----	2
Art 334—Home Furnishings	-----	3
Physical Education 228a—Physical Education	-----	1
Physical Education 228b—Physical Education	-----	1
Electives -----		6

Third Year

Sem. Hrs.

Social Science 201—General Economics	-----	3
Social Science 326—Marriage and the Family	-----	2
English 346—Expository Writing	-----	3
Education 401—Guidance	-----	2
Home Economics 334—Growth and Development of the Child	-----	3
Home Economics 308—Meal Management	-----	3
Home Economics 317—Consumer Information	-----	3
Home Economics* -----		6
Electives -----		8

Fourth Year

Sem. Hrs.

Choose One:

Social Science 407—History of the Americas (3)	-----	
Social Science 410—Modern World (3)	-----	3
Science 442—Community Hygiene	-----	2 or 3
Home Economics 403—Home Management	-----	4
Home Economics 424—Child Guidance	-----	2
Home Economics* -----		6
Electives -----		14 or 15

*During the third and fourth years the student must complete six additional semester hours credit in each of any two of the following areas: Clothing and Textiles, Family Life, Food and Nutrition, Related Art.

VOCATIONAL HOMEMAKING EDUCATION MAJOR

Women students interested in the vocational education major must be eligible for vocational teaching certification upon graduation.

The distribution of the courses required for a major in this division will be very similar to that in the curriculum of the home economics division. The academic and education courses will be distributed as they are in that curriculum. The vocational courses required will be:

- Philosophy of Vocational and Adult Education
- Teaching Vocational and Adult Homemaking
- Educational Psychology
- Guidance
- Problems in Teaching Vocational and Adult Homemaking

Technical courses will be taken from the list required in home economics, such requirements, however, to be modified to fit the particular needs of the individual student.

Credit examinations in technical fields in which the candidate has had teaching or trade experience will be allowed up to a maximum of 24 semester hours. Such credit will be released in units of six semester hours at the completion of each 31 semester hours of resident classwork. The method for conducting such examinations will be similar to that set up for the men majoring in the vocational trade and industrial courses. (*See Vocational Trade and Industrial Major.*)

Wisconsin State Board of Vocational and Adult Education Certification Requirements

Under section 41.15 (6) of the Wisconsin Statutes, the State Board of Vocational and Adult Education has set up certain standards of practical occupational experience, teaching experience in schools of vocational and adult education, general educational training, and specific professional preparation for teachers in the Wisconsin schools of vocational and adult education, and is certifying such teachers on the basis of these standards.

Teachers of Homemaking

PROVISIONAL STATE CERTIFICATE

The Provisional Certificate is granted to all teachers who satisfy the following requirements:

1. Educational Preparation
 - a. High School graduation
 - b. 4 year college course, major in Home Economics
2. Homemaking experience; 6 months more teaching responsibilities.
Practical experience in homemaking involving some degree of responsibility is considered to be:

- a. Experience with entire responsibility for all homemaking activities such as could be the case were the housewife to be away or ill, or the mother to die, leaving full responsibility to be assumed by the candidate.
- b. Experience as an employee in the home, responsible for certain homemaking activities such as would be the case where the candidate works with and assists the housewife but usually has delegated, or assumes, responsibilities for definite activities.

This certificate will be reviewed at two year intervals on the provision that the candidate works toward completion of requirements for the standard (life) certificate as follows:

1. Educational preparation: completion of six specified credits each two year period.
2. Homemaking experience: completion of three months work experience during each two year period.

INDUSTRIAL EDUCATION

The four-year curricula in the School of Industrial Education at Stont State College leads to a degree of Bachelor of Science with a major in Industrial Education, or Vocational Education and the special state license, or Industrial Technology.

Supplementary licences to teach additional subjects are based on the electives selected. The general purpose of this curriculum is to provide a balanced educational development. This balanced development is brought about through closely integrated courses in sequenced progression within the several subject groups in technical work, in English, social science, science, mathematics, education, and physical education. The specific objective in the curriculum is to prepare the students for the requirements of the industrial education teaching and supervisory positions in elementary schools, junior high schools, senior high schools, vocational schools, colleges, and technical institutions. Through controlled choices in the technical and educational sequences, provision is made for licensing or certificating requirements of state departments of education. Through carefully balanced sequenced progression in academic courses, a basic preparation is provided for continued professional study.

The first and second years are general preparation. Students are required to take a range of work indicated in these years in the technical and other sequences. The basic exploratory range of industrial work required in the first year is supplemented by controlled choices in the second year which continue the development of a broad general foundation in this sequence.

For those students who are not journeymen or who have less than four years of apprenticeship and three years of journeyman experience in the trade, the major in industrial education is open. For those who have the

trade experience and who are eligible for classification as vocational teachers, either the major in industrial education or the major in vocational trade and industrial education may be selected.

The tabulated material immediately following indicates the curriculum definitions for the major in industrial education. Following this information is the statement indicating the modifications in the industrial education curriculum for those who are eligible for the curriculum with the vocational trade and industrial major.

CURRICULUM IN INDUSTRIAL EDUCATION

General Requirements

Major — Forty-two semester hours of Industrial Education.

Minors — One minor of twenty semester hours or two minors of fifteen semester hours each. These minors are outlined on page 74 of this bulletin.

Science requirement — Eight semester hours in one science.

Electives — Chosen from any of the subject matter fields. See Course Descriptions.

Total semester hours required for graduation — One hundred thirty.

First Year

	Sem. Hrs.
Education 123—General Psychology	3
English 102 a-b—English Composition	6
Mathematics 209—College Algebra	4
Physical Education 101—Personal Health	1
Physical Education 127 a-b—Physical Education	2
Speech 106—Oral Communication	2
Industrial Education (See List) — Shop, Drawing, Design	16

The 16 hours of shop work and drawing in the first year consist of the following eight courses:

IE 107 Hand Woodworking	IE 118 Freehand Drawing
IE 113 Machine Shop	IE 119 Electricity
IE 115 Sheet Metal	IE 121 El. of Mech. Drafting
IE 117 Printing	IE 131 Machine Woodworking

The shop work and drawing in the first year are required of all students. Recognition of incidental experiences by the students in the field of work covered by any of the courses in this group is made individually. For those entering with specific journeyman experience in trades, the freshman schedule is modified.

Second Year

	Sem. Hrs.
Academic Elective	2
Education 222—Principles of Secondary Education	2
Education 234—Activity Analysis	2

Education 303—Educational Psychology	2
Mathematics 213—Trigonometry	3
Science 115—Inorganic Chemistry	5
Social Science 309—General Sociology	3
Industrial Education (See list) — Shop, Drawing, Design	12

These 12 semester hours of shop and drawing in the second year will be selected as follows:

Three courses selected from the following in terms of the student's fields of concentration in technical work.

IE 116 General Woodworking	IE 253 General Shop
IE 209 General Finishing	IE 335 General Metal
IE 226 General Drafting	IE 363 General Graphic Arts
IE 242 Gen. Motor Mechanics	IE 369 Gen. Ind. Mechanics

Three additional courses from general list in terms of fields of concentration in technical work.

The selection of technical courses in shop work, drawing, and design in the second, third, and fourth years is based upon continuous survey studies. The choices in the second year continue the exploratory range begun in the first year and include instructional experiences in typical general shops. These are selected in terms of the fields of concentration which the individual student plans to develop in his technical work. The selection of technical courses in the third and fourth years is based upon the experience of the student in the first and second years, a detailed study of the trends in educational requirements as evidenced in the distribution in calls for teachers, and continuous studies of changes in modern industry. The implications of the results of these studies are used in teacher training to meet the requirements for general education and for vocational education. Selections of courses are combinations made from the following:

Aircraft Drafting	General Industrial Mechanics
Architectural Drafting	General Shop
Auto Mechanics	General Metal
Cabinetmaking	General Motor Mechanics
Carpentry	General Woodworking
Design in Woodworking	House Furnishing
Electrical Work	Industrial Mechanics
Electronics, Applied	Machine Drafting
Freehand Drawing	Machine Shop
Foundry	Masonry
Furniture and Case Design	Mechanical Drafting
Furniture Upholstery	Millwork
General Building Construction	Oxyacetylene and Electric Welding
General Drafting	Painting and Decorating
General Finishing	Patternmaking
General Graphic Arts	Photography

Plastics
Printing
Radio

Sheet Metal
Tool and Die Making
Woodturning

Those who wish technical courses in shop work, drawing, or design for preparation for technical or junior executive positions in industry or positions in industrial training departments will find selections from the technical and education courses particularly applicable.

Third Year

	Sem. Hrs.
Academic Elective	3
Education 305—Methods of Teaching Industrial Arts	2
Education 401—Guidance	2
Education 408b—Student Teaching	2
Education 441—Education Evaluation	2
Education Elective	2
English 346—Expository Writing	3
Science 421—Physics 1	5
Social Science 201—General Economics	3
Speech 223—Essentials of Public Speaking	2
Industrial Education (See list) — Shop, Drawing, Design	6

Fourth Year

Academic Electives	6
Education 408c—Student Teaching	8
Education Elective	2
Choice of:	
Science 423—Physics II (3)	3
Science 425—Physics III (3)	3
Science 427—Physics IV (2)	2
Science 445—Chemistry of Materials (3)	3
Science 436—Qualitative Analysis (3)	3
Choice of:	
Social Science 407—History of the Americas (3)	3
Social Science 410—Modern World (3)	3
Social Science 311—Government	3
Industrial Education (See list) — Shop, Drawing, Design	8

COOPERATIVE WORK

All students in the School of Industrial Education select certain concentrations of work in their technical sequence in shop work, drawing, and design. From time to time opportunities are available for advanced students to spend some time in certain selected industrial establishments securing practical production experience. Regular production experience is available on the campus in certain areas of work. Constant effort is maintained to keep

such opportunities available in establishments representing the various content areas included in the technical sequence. The purpose of such work is to give students modern industrial experience to extend the training experiences secured on the campus. For students who come to Stout State College after having already attained sufficient journeyman experience in a trade, the opportunities for the vocational major are available.

VOCATIONAL TRADE AND INDUSTRIAL EDUCATION MAJOR

The 1939 Wisconsin legislature enacted legislation which makes possible the offering of curricula leading to the degree of Bachelor of Science and the degree of Master of Science with a major in Vocational Education. This major on both the graduate and undergraduate levels is in addition to the majors in Home Economics and Industrial Education already available on the undergraduate and graduate levels.

In the curriculum for the degree of Bachelor of Science with a major in Vocational Education, those applying for the major must be eligible for vocational teaching certification upon graduation. Ordinarily this certification is based upon certain definitions of practical experience. Candidates who are not eligible for vocational certification upon graduation will not be eligible for the curriculum leading to the vocational major.

(Note: For curriculum requirements for the vocational major on the graduate level, see material elsewhere in this bulletin on Graduate Program.)

The proportioning and distribution of academic, education, and technical courses for the graduate vocational major will be similar to the proportioning in the undergraduate programs in the Industrial Education and Home Economics divisions. The Vocational Education certification courses will be recommended. Where necessary these courses will be used in substitution for courses now in the education sequence.

The courses referred to as certification courses are as follows:

Philosophy of Vocational and Adult Education	2 credits
Guidance	2 credits
Educational Psychology	2 credits
Job Analysis	2 credits
Methods of Teaching Trade and Industrial Subjects	2 credits
Organization of Content Material for Teaching	2 credits

(For detailed information, see Teacher Training Series Bulletins, Wisconsin State Board of Vocational and Adult Education.)

Trade experience credit examinations will be arranged to permit candidates for the undergraduate trade and industrial vocational major to earn through examinations up to a maximum of twenty-four semester hours of credit in the total required for the degree of Bachelor of Science. This credit will be available in six semester hour amounts at certain stated periods in the student's progress through the other credits earned through residence work. In the schedule listed below, the plan and the rate at which the twenty-four semester hours of trade examination credit become available is indicated.

Trade and Industrial Vocational Major

130 Semester Hours

When 32 sem. hrs. residence completed . . .	6 sem. hrs. credit on occupational experience examination released
When 32 sem. hrs. (additional)	6 sem. hrs. (additional)
When 32 sem. hrs. (additional)	6 sem. hrs. (additional)
When 8 sem. hrs. (additional)	6 sem. hrs. (additional)
	<u>24 sem. hrs.</u>
104 sem. hrs.	

The credit and grade point requirements for the residence work will be the same as those for the industrial major. For graduation it will be necessary for the students to have as many grade points as semester hours in residence credit.

In this program of examinations based upon occupational experience use will be made of advisory committees to assist Stout State College in the formulation and conducting of examinations. Agencies to be represented in these advisory examining committees will include the State Board of Vocational and Adult Education, employers in the occupation in which the candidate is being examined, employees in the occupation, and Stout State College. The examinations will be conducted at Stout State College and will include oral; written, and performance sections.

The occupational experience examination is an optional channel for use by undergraduate vocational major students.

Alternatives are as follows:

USING VOCATIONAL MAJOR EXAMINATION

Candidates who desire to use the channel of the vocational major examination must have completed apprenticeship and three years of successful journeyman occupational experience. In some instances these requirements will not have been completed at the time the student starts his attendance at Stout State College. In such cases the student must have completed these requirements at the time he has completed his residence work for the degree.

In conducting these examinations, as a general rule, the major portion of the written and performance parts of the examination will be completed before the committee meets at Stout State College. At the time of the committee meeting the oral examination will be conducted and the checking and evaluating of the results of the written and performance parts of the examination will be completed. This plan will, however, be subject to modifications when necessary. Candidates will be required to meet a reasonable fee charge for the examination, such fee to be used in meeting the expenses in connection with the examination.

VOCATIONAL MAJOR PROGRAM WITHOUT MAJOR EXAMINATION

Students who have a major concentration in a technical area in the regular industrial education curriculum may present this as an equivalent of apprenticeship. In addition to the completion of the four year curriculum

with the above concentration, a minimum of one and one-half years of occupational experience in the same technical area on the adult journeyman level is required initially with an additional one and one-half years to be gained subsequently.

The work outlined for the curriculum for the vocational major is closely articulated with certification requirements of the Wisconsin State Board of Vocational and Adult Education.

WISCONSIN STATE BOARD OF VOCATIONAL AND ADULT EDUCATION CERTIFICATION REQUIREMENTS

Under section 41.15 (6) of the Wisconsin Statute, the State Board of Vocational and Adult Education has set up certain standards of practical occupational experience, teaching experience in schools of vocational and adult education, general educational training, and specific professional preparation for certifying such teachers on the basis of these standards.

Teachers of Trade and Industrial Shop Subjects PROVISIONAL STATE CERTIFICATE

- i. The Provisional State Certificate is granted to and held by all teachers who meet the following requirements:
 - a. Educational preparation
 1. High school graduation
 2. Completion of a bachelor's degree in vocational or industrial education, technical work or engineering, or completion of an apprenticeship or its equivalent.
 - b. Occupational experience
Completion of $1\frac{1}{2}$ years of trade or occupational experience of a practical nature on the adult level in the trade or occupation to be taught. (In addition to "a-2" above.)
- ii. This certificate will be renewed for two year periods until all the requirements for a standard certificate are met. Educational preparation and occupational experience requirements to be met as follows:
 - a. Educational preparation
Completion of specific courses required, at the rate of six credits each certification period (2 years) and when apprenticeship is the basis for entrance, one 30 hour institute each two year period.
 - b. Occupational experience
Completion of three months' work experience during each certification period in the trade or occupation to be taught.

STANDARD STATE CERTIFICATE

The Standard State Certificate is granted to and held by all teachers who meet the following requirements:

1. Educational Preparation

a. High school graduation

b. Completion of a bachelor's degree in vocational or industrial education, technical work or engineering *or* completion of a full apprenticeship or its equivalent.

c. Completion of the following specific courses:

Philosophy of Vocational and Adult Education -----	2 credits
Methods of Teaching Trade and Industrial Subjects -----	2 credits
Educational Psychology -----	2 credits
Guidance -----	2 credits
Job Analysis -----	2 credits
Organization of Content Material for Teaching -----	2 credits

and for teachers without a bachelor's degree, but with an apprenticeship completion, of the following one-week workshops:

Institute X Selection and Organization of Subject Matter in Trade and Industrial Education

Institute Y Shop and Laboratory Organization and Management

Institute Z Evaluation Techniques and Practices in Trade and Industrial Education

2. Occupational Experience

Completion of 3 years of trade or occupational experience of a practical nature on the adult level in the trade or occupational to be taught "in addition to a, above."

3. Trade Examination

Satisfactory completion of written and oral examinations administered by the State Board of Vocational and Adult Education and removal of deficiencies, *or* in licensed occupation, possession of license currently in force.

4. Teaching Experience

Completion of three years of satisfactory teaching.

INDUSTRIAL TECHNOLOGY

The curriculum leading to the degree of Bachelor of Science in Industrial Technology is designed for students who wish to prepare for positions in industry. Graduates of this curriculum do not meet certification requirements and are not therefore qualified to teach in the public schools.

Students enrolled in this curriculum major in one of the following: Drafting, Electricity, General, Graphic Arts, Metalworking, Motor Mechanics, or Woodworking.

CURRICULUM IN INDUSTRIAL TECHNOLOGY

First Year

	Sem. Hrs.
English 102 a-b—English Composition -----	6
Speech 106—Oral Communication -----	2
Mathematics 209—College Algebra -----	4
Physical Education 101—Personal Health -----	1
Physical Education 127 a-b—Physical Education -----	2
Education 123—General Psychology -----	3

The 16 hours of shop work and drawing in the first year consist of the following eight courses:

IL 107 Hand Woodworking	IE 118 Freehand Drawing
IE 113 Machine Shop	IE 119 Electricity
IE 115 Sheet Metal	IE 121 El. of Mech. Drafting
IE 117 Printing	IE 131 Machine Woodworking

The shop work and drawing in the first year are required of all students. Recognition of incidental experiences by the students in the field of work covered by any of the courses in this group is made individually. For those entering with specific journeyman experience in trade, the freshman schedule is modified.

Second Year

	Sem. Hrs.
Science 125—General Chemistry -----	5
Science 436—Chemistry (Qualitative Analysis) -----	3
Mathematics 213—Trigonometry -----	3
Social Science 309—General Sociology -----	3
Mathematics 314—Analytical Geometry -----	2
Academic Electives -----	4
Technical Courses -----	12

The selection of courses is in terms of field of concentration for each student and these courses should be selected in any of the following fields: Electrical, General, Drafting, Graphic Arts, Metal Working, Motor Mechanics and Woodworking. The selection of technical courses should be made from the following:

Aircraft Drafting	Foundry
Architectural Drafting	Furniture Upholstery
Auto Mechanics	General Building Construction
Cabinetmaking	General Drafting
Carpentry	General Finishing
Design in Woodworking	General Graphic Arts
Electrical Work	General Industrial Mechanics
Electronics, Applied	General Metal
Freehand Drawing	General Motor Mechanics

General Shop	Oxyacetylene and Electric Welding
General Woodworking	Painting and Decoration
Industrial Mechanics	Patternmaking
Machine Drafting	Photography
Machine Shop	Printing
Masonry	Radio
Mechanical Drafting	Sheet Metal
Millwork	Tool and Die Making

Third Year

	Sem. Hrs.
Academic Electives	4
English 346—Expository Writing	3
Speech 223—Essentials of Public Speaking	2
Science 421—Physics I	5
Social Science 201—General Economics	3
Mathematics 314—Calculus	4
Science 423—Physics II	3
Technical Courses	8

Fourth Year

	Sem. Hrs.
Academic Electives	7
Science 425—Physics III	3
Social Science 311—Government	3
Choice of:	
Social Science 407—History of the Americas (3)	
Social Science 410—Modern World (3)	3
Technical Courses	8
Select from the following:	
Trade and Job Analysis	
Quality Control	
Industrial Relations	
Production Control	
Vocational Psychology	8

MINORS

Students in Home Economics, Home Economics Education, Industrial Education, and Vocational Education have a choice of minors as a graduation requirement. This requirement is met by one twenty-hour minor or two fifteen-hour minors. These minors are outlined below.

Twenty Hour Minors

BIOLOGY

	Sem. Hrs.
Science 214—Physiology and Anatomy	5
Science 314—Botany	3

Science 316—Zoology	3
Elect nine semester hours:	
Science 306—Bacteriology (3)	
Science 362—Advanced Physiology (3)	
Science 432—Heredity and Eugenics (2 or 3)	9
Science 442—Community Hygiene (2 or 3)	
	<u>—</u>
	20

ENGLISH

Sem. Hrs.

English 102a—English Composition	3
English 102b—English Composition	3
English 346—Expository Writing	3

Elect one:

 English 216—English Literature (2)
 English 348—American Literature (2)

Elect five:

 English 216—English Literature (2)
 English 306—Journalism (2)
 English 348—American Literature (2)
 English 402—Fiction (2)
 English 404—Poetry (2)
 English 406—Shakespeare (2)
 English 410—Feature Writing (2)

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21

ATHLETIC COACHING

The Department of Physical Education for Men offers a special program which qualifies those completing it to coach athletics.

Sem. Hrs.

Physical Education 101—Personal Health	1
Physical Education 150—Principles of Physical Education	2
Physical Education 220—Gymnastics	2
Physical Education 225—First Aid and Athletic Training	2
Physical Education 350—Individual and Dual Sports	2
Physical Education 445—Team Sports	2
Science 214—Physiology and Anatomy	5

Elect at least two:

 Physical Education 227—Advanced Swimming (2)
 Physical Education 325—Recreational Leadership (2)
 Physical Education 450—Organization and Administration of
 Physical Education (2)
 Physical Education 460—Coaching (2)
 Physical Education 470—Coaching (2)

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20

PHYSICAL SCIENCE

	Sem. Hrs.
Science 115—Inorganic Chemistry	5
Science 208—Organic Chemistry	4
Science 421—Physics I	5
Science 423—Physics II	3
Elect 3 semester hours:	
Science 322—Biochemistry (3)	
Science 425—Physics III (3)	
Science 427—Physics IV (2)	
Science 429—Physics V (2)	
Science 436—Qualitative Analysis (3)	
Science 445—Chemistry of Materials (3)	3
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SPEECH

	Sem. Hrs.
Speech 106—Oral Communication	2
Speech 223—Essentials of Public Speaking	2
Speech 320—Advanced Speech Activities	2
Speech 322—Techniques of Group Leadership	2
Speech 340—Contemporary American Theatre	2
Speech 344—Theatre Workshop	2
Speech 406—Communication Skills for Educational Leadership	2
Speech 445—Stagecraft and Design	2
Speech 446—Directing and Acting	2
Speech 470—Radio and Television Workshop	2
	<hr/> 20

Fifteen Hour Minors

BIOLOGY

	Sem. Hrs.
Science 214—Physiology and Anatomy	5
Science 306—Bacteriology	3
Science 362—Advanced Physiology	3
Science 432—Heredity and Eugenics	2
Science 442—Community Hygiene	2
	<hr/> 15

CHEMISTRY

	Sem. Hrs.
Science 115—Inorganic Chemistry	5
Science 208—Organic Chemistry	4
Science 436—Qualitative Analysis	3

Elect one:

Science 322—Biochemistry (3)	
Science 445—Chemistry of Materials (3)	

15

ENGLISH

	Sem. Hrs.
English 102a English Composition	3
English 102b English Composition	3
English 216 English Literature	2
English 346 Expository Writing	3
English 348 American Literature	2

Elect one:

English 402 Fiction (2)	
English 404 Poetry (2)	
English 406 Shakespeare (2)	

15

ENGLISH AND SPEECH

	Sem. Hrs.
English 102a—English Composititon	3
English 102b—English Composition	3
English 346—Expository Writing	3
Speech 106—Oral Communication	2

Elect two:

English 216—English Literature (2)	
English 348—American Literature (2)	
English 402—Fiction (2)	
English 404—Poetry (2)	
English 406—Shakespeare (2)	
Speech 223—Essentials of Public Speaking (2)	
Speech 320—Advanced Speech Activities (2)	
Speech 322—Techniques of Group Leadership (2)	
Speech 340—Contemporary American Theatre (2)	
Speech 344—Theatre Workshop (2)	
Speech 406—Communication Skills for Educational Leadership (2)	
Speech 446—Directing and Acting (2)	
Speech 445—Stagecraft and Design (2)	
Speech 470—Radio and Television Workshop (2)	

15

JOURNALISM

	Sem. Hrs.
English 306—Journalism	2
English 410—Writing and Selling Feature Articles	2
Education 479—School Public Relations	2

Industrial Education 117—Elementary Composition	2
Industrial Education 205—Elementary Photography	2
Industrial Education 259—School Publications	2
Industrial Education 359—Cooperative Industrial Printing	2
Industrial Education 361—Printing Design	2
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MATHEMATICS

	Sem. Hrs.
Mathematics 209—College Algebra	4
Mathematics 213—Trigonometry	3
Mathematics 314—Analytical Geometry	2
Mathematics 315—Calculus	4
Elect one:	
Mathematics 216—College Geometry (2)	2
Mathematics 220—Spherical Trigonometry (2)	<hr/> 2
	<hr/> 15

ATHLETIC COACHING

	Sem. Hrs.
Physical Education 101—Personal Health	1
Physical Education 150—Principles of Physical Education	2
Physical Education 220—Gymnastics	2
Physical Education 225—First Aid and Athletic Training	2
Physical Education 350—Individual and Dual Sports	2
Physical Education 455—Team Sports	2
Elect two:	
Physical Education 227—Advanced Swimming (2)	4
Physical Education 325—Recreational Leadership (2)	
Physical Education 450—Organization and Administration of Physical Education (2)	
Physical Education 460—Coaching (2)	
Physical Education 470—Coaching (2)	<hr/> 15

PHYSICS

	Sem. Hrs.
Science 421—Physics I	5
Science 423—Physics II	3
Science 425—Physics III	3
Science 427—Physics IV, Electronics	2
Science 429—Physics V, Modern Physics	<hr/> 15

RELATED ART

Home Economics students minoring in Related Art may not include required Art courses (106, 220, 334) to complete the forty semester hours of Home Economics required for the major.

	Sem. Hrs.
Art 106—Fundamentals of Design	3
Art 220—Clothing Selection	2
Art 334—Home Furnishings	3
Elect four:	
Art 206—Art Appreciation (2)	
Art 244—Weaving (2)	
Art 332—Advanced Design (2)	
Art 400—Crafts (2)	
Art 410—Pottery (2)	
Art 423—Problems in Home Furnishings (2)	
Art 430—Art History (2)	
Art 436—Costume Design (2)	
Art 448—Housing (3)	
Art 460—Creative Art (2)	8
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	16

SCIENCE—BIOLOGY, CHEMISTRY, PHYSICS

	Sem. Hrs.
Science 115—Inorganic Chemistry	
or	
Science 125—General Chemistry	5
Elect ten semester hours:	
Science 208—Organic Chemistry (4)	
Science 214—Physiology and Anatomy (5)	
Science 306—Bacteriology (3)	
Science 314—Botany (3)	
Science 316—Zoology (3)	
Science 322—Biochemistry (3)	
Science 421—Physics I (5)	
Science 423—Physics II (3)	
Science 425—Physics III (3)	
Science 427—Physics IV (2)	
Science 429—Physics V (2)	
Science 432—Heredity and Eugenics (2 or 3)	
Science 436—Qualitative Analysis (3)	
Science 442—Community Hygiene (2 or 3)	
Science 445—Chemistry of Materials (3)	10
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	15

SOCIAL SCIENCE	Sem. Hrs.
Social Science 201—General Economics	3
Social Science 309— General Sociology	3
Social Science 311—Government	3
Elect at least one:	
Social Science 407—History of the Americas (3)	
Social Science 410—Modern World (3)	3
Elect three semester hours	
Social Science 301—Economic History of the United States (3)	
Social Science 326—Marriage and the Family (2)	
Social Science 409—Recent History of the United States (2)	
Social Science 411—Problems of American Society (2)	
Social Science 414—Labor Problems (2)	
Social Science 417—American Politics (2)	3
	<u>15</u>
SPEECH	Sem. Hrs.
Speech 106—Oral Communication	2
Speech 223—Essentials of Public Speaking	2
Speech 320—Advanced Speech Activities	2
Speech 322—Techniques of Group Leadership	2
Speech 446—Directing and Acting	2
Speech 445—Stagecraft and Design	2
Elect two:	
Speech 340—Contemporary American Theatre (2)	
Speech 344—Theatre Workshop (2)	
Speech 470—Radio and Television Workshop (2)	4
	<u>16</u>

PRE-PROFESSIONAL EDUCATION

At Stout State College many courses are available for those who wish to pursue professional curricula. Students may draw on departmental offerings throughout the college to take courses which will be accepted by other colleges and universities as training in pre-professional areas.

Stout State College serves three types of people interested in pre-professional education: (1) Those who desire pre-professional courses basic to the major professions; (2) Those who desire two years of general education as a cultural background for good citizenship and useful living as members of a community; (3) Those who, at the time they enter college, do not have well-defined plans for the future and want personal, educational and vocational guidance.

- Stout State College offers a number of one and two year pre-professional curricula. In most cases it may be advisable for the student to transfer to the professional school at the end of one or two years, but in other cases it may be possible to extend his program at Stout. Although pre-professional requirements are somewhat similar in most institutions, there are some variations and frequent changes. The student should therefore obtain and study catalogs from the institution to which he plans to transfer. Correspondence with officials of that college will also help him to determine the most relevant courses to be transferred.

The pre-professional curricula at Stout are flexible and thus merely suggestive. A student is given a maximum of guidance in constructing a program to meet the special requirements of the professional school of his choice. These curricula are briefly described below. Advisers are provided with lists of recommended courses.

PRE-COMMERCE

Students who wish to transfer to other colleges and major in business should take courses in economics, mathematics, English composition, advanced writing, and speech. Science, both physical and biological, social studies, and literature will be acceptable for transfer. Other courses may be carefully selected from the offerings in art and music.

PRE-DENTISTRY

Dental schools encourage students to take three to four years of college work before applying for admission to professional study. Students should follow the general pattern for pre-medicine with the addition of a few shop courses, such as general mechanics and general metals, recommended more for training in laboratory skill than for transfer.

PRE-EDUCATION

(Other than industrial education or home economics)

A broad general education is a requisite for all teachers. Students who are considering teaching but who plan to transfer to other colleges to specialize in English, speech, mathematics, social studies, science, music, art, physical education, and other high school subjects, or elementary education, should take freshman and sophomore courses in their major fields of interest. For certification, students will generally need concentrations of twenty-four hours in one subject as a teaching major or fifteen hours for a teaching minor. In addition to this requirement, they should take child development, psychology, physical education, and other academic courses. Certain home economics and industrial education courses fit into a broad general education. Crafts and general mechanics are practical shop courses for all teachers.

PRE-ENGINEERING

The common curriculum for freshman is basic to such professions as aeronautical engineering, agricultural engineering, ceramic engineering, chemical engineering, civil engineering, electrical engineering, general engineering,

metallurgical engineering, and mechanical engineering. By the time the freshman has completed this basic curriculum, he should declare his choice among the branches of engineering and decide upon the school of engineering in which he expects to complete his work. These decisions will give direction to his curriculum for the sophomore year at Stout and assist in arranging his program to meet specific requirements in the school of his choice.

Selected courses in mathematics, physical science, English, speech, and social science are acceptable in engineering colleges. In addition, Stout is in a unique position to offer certain pre-engineering students basic courses in metals, for example foundry, machine shop, sheet metal, oxyacetylene welding, and electric-arc welding. Students may also find upon inquiry that some engineering colleges will accept other shop courses.

PRE-JOURNALISM

Those interested in journalism will find a variety of opportunities for both basic courses and practical experience. Courses in English composition, literature, expository writing, feature writing, and journalism are recommended. Students should also choose liberally from the social studies and the science courses. Opportunities for work experience are presented by the college paper, *The Stontonia*, and the annual, *The Tower*, as well as by all graphic arts.

PRE-LAW

A broad cultural background with emphasis on the linguistic subjects is recommended for admission to law schools. Courses in political science, history, economics, psychology, mathematics, English, and science should be taken by students who wish to gain admission to law schools.

PRE-LIBERAL ARTS

Students who want a broad general education should take mainly academic courses. These may be chosen from the fields of English, speech, social studies, natural sciences, mathematics, music and applied art. Some industrial education and home economics courses, such as courses in family life and art, will readily transfer.

PRE-MEDICINE

Medical colleges recommend a broad general education for the first three years. All medical schools require some work in biology, chemistry, and physics. In sciences, the quality of work is more important than the quantity. Courses in English composition, history, literature, sociology, economics, political science, mathematics, psychology, and the related arts are recommended.

PRE-NURSING

The student will profit by following the general suggestions for pre-medicine with the early addition of nutrition and bacteriology in her schedule. The nursing profession also recommends a broad cultural background.

PRE-PHARMACY

Pharmacy is founded on the physical and biological sciences. As students who want to prepare to work in this field are required to take specific courses early in their training, only one year of pre-pharmacy is recommended. This year can profitably be spent in chemistry, biology, English, speech, mathematics, psychology, and physical education.

PRE-PHYSICAL THERAPY AND MEDICAL TECHNOLOGY

Students interested in these areas will do well to concentrate in the biological sciences, i.e., physiology, biology, heredity and eugenics, and community hygiene as well as in physical education. Courses in English, social studies, psychology, chemistry, and physics are recommended. Nutrition and general mechanics are practical courses for the physical therapist or the medical technician.

PRE-SOCIAL AND PERSONNEL WORK

The student should enroll in such courses as English, economics, sociology, political science, psychology, community hygiene, physical education and biological sciences. As he progresses, he should take specific courses in adolescent psychology, guidance, tests and measurements, statistics, and mental hygiene and child development.

PRE-VETERINARY MEDICINE

In general, the courses recommended for pre-medicine will be transferable to a college of veterinary medicine. Students should make careful inquiry of the specific college to which transfer is desired or get help from the Stout State College counseling office before a second year of pre-veterinary medicine is begun.

OTHER PRE-PROFESSIONAL CURRICULA

A number of other one-year and two-year curricula are available for interested students. For such professions as industrial chemistry, aviation, agriculture, forestry, recreation, theology, music and art, the interested student should consult the Student Personnel Director before registration.



No matter what your interests and talents are you will find a place in the varied extra-curricular program. You will enjoy sharing experiences with your classmates in dramatics, music, publications or several technical areas.



DESCRIPTION OF COURSES

The courses numbered from 100 to 199 are primarily for freshmen; those numbered from 200 to 299, for sophomores; 300 to 399, for juniors; and 400 to 499, for seniors. However recent curricular changes have caused some irregularities in this regard. Courses numbered 500 and above are restricted to graduate students only.

In advanced courses prerequisites are listed in the course descriptions. Occasionally, for flexibility in programming, students are permitted to take certain courses concurrently; such courses are designated as "Prerequisite or Parallel."

Stout State College operates on the semester system. Each semester consists of eighteen weeks. However, certain courses in the Industrial Education area are scheduled on a nine-weeks, or quarter basis. Quarters I and II are the first and second halves of Semester I; Quarters III and IV, of Semester II. Credits are expressed in semester hours. The distribution of lecture and laboratory hours for shop and laboratory courses is given in parentheses. For example, (1-4) means one hour of lecture or discussion and four hours of laboratory per week.

HOME ECONOMICS

GENERAL

Home Economics 116 *Personal Development*

An orientation course concerned with typical college problems—personal, social, professional, vocational guidance in the field of home economics.

Sem. I (1-0)

Credit: 1

Kirk

CLOTHING AND TEXTILES

Home Economics 102 *Clothing*

Fundamentals of clothing construction.

Sem. I, II (0-6)

Credit: 3

Littlefield, Vanek, Van Ness

Home Economics 218 *Clothing Construction*

Prerequisite: Home Economics 102

Personal and technical problems in the selection and making of rayon and wool garments. Emphasis on fitting. Renovation of clothing.

Sem. I, II (1-4)

Credit: 3

Jeter, Littlefield

Home Economics 246 *Upholstery*

Simple upholstery techniques for home repair and maintenance of upholstered furniture. The uses of tools and equipment, supplies and fillings, and the selection of furniture coverings; rebuilding and re-stuffing loose innerspring cushions; minor repairs on upholstered furniture; finishing, refinishing, and patching damaged woodwork. Students provide their own work projects.

Staff

Credit: 2

Home Economics 315 *Textiles*

Study of fibers, yarns, weaves, finishes, and design as applied to the selection of clothing and household fabrics.

Sem. I, II (2-2)

Van Ness

Credit: 3

Home Economics 316 *Clothing Economics*

Prerequisite: Home Economics 311

Family clothing consumption and expenditures. Production and marketing of apparel goods.

Sem. II, alternate years (2-0)

Van Ness

Credit: 2

Home Economics 320 *Advanced Clothing Construction*

Prerequisite: Home Economics 218

Basic tailoring techniques applied in the making of dressmaker type garments.

Sem. I, II, SS (0-4)

Jeter

Credit: 2

Home Economics 336 *Clothing Problems*

Prerequisite: Home Economics 218

Preparation for teaching clothing. Evaluation and preparation of illustrative material; opportunity for individual studies.

Sem. I (0-4)

Jeter

Credit: 2

Home Economics 342 *Costume Millinery*

Prerequisite: Home Economics 102

Basic fundamentals of designing and constructing fabric, straw, and felt hats, coordination of millinery and other accessories, procedures in purchasing supplies from wholesale houses.

Sem. I, II, SS (0-4)

Vanek

Credit: 2 or 3

Home Economics 412 *Applied Dress Design*

Prerequisite: Home Economics 218

Application of principles of costume design in the construction of garments by means of draping. Emphasis on individuality in costume through appropriate use of line, proportion, color, and texture. Field trip.

Van Ness (1-4)

Credit: 3

Home Economics 414 Children's Clothing

Prerequisite: Home Economics 218

Problems in selecting, planning, and constructing children's clothing. Relation of design to self-help. Garments designed and made for children who can be studied in the laboratory.

Jeter (0-4)

Credit: 2

Home Economics 445 Design and Construction of Slip Covers

The principles of design and their application to the selection of fabrics. Construction of slip covers for modern and traditional decor.

Staff (0-4)

Credit: 2

Home Economics 447 Design and Construction of Lampsshades and Draperies

A study of figure, proportion, pattern. Construction of lampsshades and draperies to conform with present trends in home furnishings.

Staff (0-4)

Credit: 2

Home Economics 466 Modern Methods of Clothing Construction

Prerequisite: Home Economics 218 or equivalent

Simplified methods of garment construction. Cutting the garment to fit; newer sewing techniques; functional arrangement of equipment.

SS (0-4)

Credit: 2

Jeter, Vanek

Home Economics 471 History of Costume

Development of costume throughout the ages. Factors which influence change in fashion; qualities in style that make for lasting beauty; influence on the past on present-day costume.

SS (2-0)

Credit: 2

Jeter

Home Economics 500 Tailoring

Prerequisite: Home Economics 218 or consent of instructor

Application of tailoring techniques in the making of suits and coats. Preparation of illustrative material for teaching.

Sem. II, SS (0-4)

Credit: 2 or 3

Jeter

Home Economics 505 Clothing Today's Family

Factors affecting family expenditures for clothing. Clothing needs as affected by various psychological, social, and economic influences. Selection, purchasing, care and budgeting of clothing. The inter-relationship of producers, distributors, and consumers.

Van Ness (2-0)

Credit: 2

Home Economics 514 Seminar in Clothing and Textiles

Prerequisite: Teaching experience or consent of instructor

Discussion and interpretation of recent developments in clothing. Individual reports.

Sem. II, SS (2-0)

Credit: 2

Jeter, Littlefield, Van Ness

Home Economics 544 *Workshop in Clothing and Textiles*

Prerequisite: Teaching experience or consent of instructor

Opportunity for cooperative work in some aspect of clothing study.

SS (0.4)

Credit: 2

Staff

Home Economics 572 *Advanced Textiles*

Prerequisite: Home Economics 315

Investigations and new developments in the textile field. Opportunity for individual problems.

SS (1.2)

Credit: 2

Van Ness

FAMILY LIFE EDUCATION

Home Economics 317 *Consumer Information*

Study of motives in consumption; family incomes and expenditures; selection of commodities and services; buying and selling practices. Evaluation of consumer aids and investigation of local situations.

Sem. I, II (3.0)

Credit: 3

Clure

Home Economics 318 *Family Health and Home Nursing*

Factors necessary to maintain the health of the family. Includes the Red Cross course in Home Care of the Sick. Students earn Red Cross Certificate.

Sem. I, II (1.2)

Credit: 2

Trullinger

Home Economics 333 *Home Equipment and Applied Physics*

General laws and principles of physics as applied particularly to household appliances and the home. The selection, operation, uses and care of home equipment.

Sem. I, II (1.4)

Credit: 3

Clure

Home Economics 334 *Personality Growth and Development of the Child*

Prerequisites: Education 123 and junior standing

Study of the personality growth of the child, physically, mentally, emotionally and socially with guidance implications on the basis of growth. Observation of nursery school children.

Sem. I, II (2.2)

Credit: 3

Smith

Home Economics 403 *Home Management*

Prerequisite: Home Economics 308

Management of family resources for the attainment of successful family life, social aspects and adjustments of group and family living. Residence in the Home Management House with homemaking and managerial experiences.

Sem. I, II

Credit: 4

Trullinger

Home Economics 424 *Principles and Practices of Child Guidance*

Prerequisite: Home Economics 334

Study of the factors and principles involved in the personality development of the preschool child with the application of these principles to the experiences of the child in the Stout nursery school. Evaluation of the literature in this field. Assist in the nursery school.

Sem. I, II (1-2)
Smith

Credit: 2

Home Economics 427 *Workshop in Family Relationships and Mental Health*

General orientation and specialized training in leading, counseling, and instructing others in the field of family relationships and mental health. Special work groups on personal problems, the techniques of marriage counseling, and the role of the school, the home, and the church in the field of family life education.

SS
Specialists in Family Life Education

Credit: 1

Social Science 326 *Marriage and the Family*
See Social Science.Home Economics 404 *Food for Family Entertaining*
See Food and Nutrition.Home Economics 429 *The Family Centered Homemaking Program*
See Home Economics Education.

FOOD, NUTRITION, DIETETICS, AND INSTITUTION MANAGEMENT

Home Economics 114 *Food Preparation*

Basic principles and modern techniques used in the preparation of standard food products.

Sem. I, II (2-6)
Carrison, Harper, Kube

Credit: 5

Home Economics 212 *Family Nutrition*

Prerequisite: Home Economics 114

Scientific study of the principles of human nutrition as a basis for the selection of food for members of the family group.

Sem. I, II (2-2)
Knutson, Meiller

Credit: 3

Home Economics 230 *Food Preparation*

Prerequisite: Home Economics 114

Basic standards and methods involved in the appraisal, preparation and preservation of food.

Sem. I, II (1-4)
Carrison, Knutson

Credit: 3

Home Economics 300 *Applied Institution Management*

Prerequisite: Home Economics 308 or parallel

Preparation and service of meals in the college tea room under the direction of a student manager. Meal planning, recipe selection, economical use of materials and time, dining room management, food preparation, and cost control.

Sem. I, II (1-4)

Credit: 3

Killian

Home Economics 308 *Meal Management*

Prerequisite: Home Economics 212

Planning, preparation and service of meals. Management of money and time, efficient use of equipment, consideration of nutrition needs, food habits and social customs of family groups.

Sem. I, II (2-2)

Credit: 3

Knutson

Home Economics 310 *Nutrition and Dietetics*

Prerequisites: Home Economics 212, Science 125, 214, and either Science 306 or 208

Fundamental principles of human nutrition applied to individual, family and community problems. Planning of dietaries.

Sem. I (2-2)

Credit: 3

Knutson, Meiller

Home Economics 328 *Institution Administration*

Prerequisite or parallel: Home Economics 308

The organization and administration of food service in institutions such as hospitals, schools, and commercial establishments. Personnel management, purchasing, records and accounts, and housekeeping.

Sem. II

Credit: 3

Killian and staff

Home Economics 400 *Demonstration Techniques*

Prerequisite: Home Economics 230 or 308

The application of demonstration principles, in planning and presenting all types of demonstrations.

Sem. I, II (0-4)

Credit: 2

Clure

Home Economics 404 *Food for Family Entertaining*

Prerequisite: Home Economics 212

Suggestions for smart, gracious, yet simple and inexpensive entertaining. Demonstrations combined with group and individual activities.

SS

Credit: 2

Carrison

Home Economics 418 *Diet in Disease*

Prerequisite or parallel: Home Economics 310, Science 322 and 362

Modification of the normal diet in pathological conditions. Rapid computation of dietarys. Preparation of modified diets.

Sem. II (2-2)

Knutson, Meiller

Credit: 3

Home Economics 419 *Nutrition*

Prerequisite: Home Economics 212

Recent advances in nutrition and their significance in the selection of food for the family.

SS

Meiller

Credit: 2

Home Economics 438 *Experimental Food*

Prerequisites: Home Economics 230 and Science 125

Experimentation with selected food materials, techniques and equipment. Opportunity for directed study in an individually chosen area.

Sem. I (0-6)

Meiller

Credit: 3

Home Economics 441 *Food Service Accounting*

Prerequisite: Home Economics 328

Emphasis is placed on portion control and food budgets. Records for purchasing, receiving, distribution, preparation and store room control.

Sem. I (3-0)

Killian and staff

Credit: 3

Home Economics 443 *School Food Service*

Prerequisite: Home Economics 308 or equivalent

Laboratory in the Stout safeteria with emphasis on well-balanced meals, and selling qualities of food through eye appeal, flavor and quality.

SS

Killian

Credit: 2 or 3

Home Economics 446 *Food Preservation*

Prerequisite: Home Economics 114

Application of principles of food preservation with emphasis on freezing and other modern methods.

SS

Staff

Credit: 2

Home Economics 452 *Institution Food Preparation*

Prerequisite: Home Economics 308

Institution meal planning, standarization of recipes, calculation of food costs, operation and care of equipment, preparation of food for the college cafeteria. Specific problems of food selection and large quantity preparation.

Sem. I (1-4)

Killian and staff

Credit: 3

Home Economics 463 Institution Management Problems

Prerequisite: Home Economics 328

Directed individual work in selected problems. Laboratory problems in the college cafeteria and tea room.

Sem. I, II (0-4 or 6)

Credit: 2 or 3

Killian and staff

Home Economics 501 Trends in Nutrition

Prerequisite: Home Economics 212

Practical application of recent developments in the field of nutrition.

Sem. II, SS

Credit: 2

Meiller

Home Economics 508 Food Seminar

Prerequisite: Home Economics 308

Discussion and interpretation of recent developments in food preparation, food processing and food products. Choice of problems based on needs and interests of student.

SS

Credit: 2

Carrison

Home Economics 511 Nutrition Seminar

Prerequisite: Home Economics 308

Discussion and interpretation of recent developments in fundamental and applied nutrition. Choice of problems based on needs and interests of student. Individual problem required for third credit.

SS

Credit: 2 or 3

Mciller

Home Economics 513 Institution Management Seminar

Prerequisites: Home Economics 328 or 452

Discussion and interpretation of recent developments in institution management. Choice of problems based on needs and interests of student.

SS

Credit: 2

Killian

Home Economics 546 Modern Methods in Food Preparation

Prerequisite: Home Economics 308

Individual development of subject matter, evalution instruments, instructional materials and demonstration techniques.

Sem. II, SS

Credit: 2 or 3

Harper

Home Economics 556 Advanced Experimental Food

Prerequisite: Home Economics 438

Principles of research methods applied to directed individual investigations in food preparation.

SS

Credit: 3 or 4

Meiller

RELATED ART

Art 106 *Fundamentals of Design*

Application of design principles and color theory through creative use of various materials, such as crayon, metal, paint, paper, plastic, and wood.

Sem. I, II (0-6)
Loomis, Williams

Credit: 3

Art 206 *Art Appreciation*

Development of critical judgment in evaluation traditional and contemporary art forms; appreciation of art as an enrichment of everyday life. Visual aids and field trips to galleries and shops.

Sem. I (2-0)
Amon

Credit: 2

Art 220 *Clothing Selection*

The importance of personal appearance and factors which contribute to it. Application of art principles to the selection of clothing.

Sem. I, II (1-2)
Loomis

Credit: 2

Art 224 *Weaving*

Prerequisite: Art 106

Warping a loom; elementary and complex weaving.

Sem. I (0-4)
Amon

Credit: 2

Art 332 *Advanced Design*

Prerequisite: Art 106

Further application of art principles to the home and community: decorating materials by batik, blockprinting, silk-screen, stencil; presenting educational and commercial displays attractively.

Sem. I, II (0-4)
Loomis

Credit: 2

Art 334 *Home Furnishing*

Prerequisite: Art 106

Problems involving selection of home furnishings. Color, design, and materials as they apply to home planning; development of consumer discrimination.

Sem. I, II (1-4)
Amon

Credit: 3

Art 400 *Crafts*

Prerequisite: Art 106

Creative design and construction in media such as ceramics, jewelry, and weaving.

Sem. I, II (0-4)
Amon, Loomis

Credit: 2

Art 410 Pottery

Prerequisite: Art 106

Design and construction of pottery. Coil, slab, and mold methods; decorating, glazing and firing.

Sem. I (0-4)

Credit: 2

Amon

Art 423 Problems in Home Furnishing

Prerequisite: Art 334

Directed experiences in special problems related to design, construction, and arrangement.

(0-4)

Cre. lit: 2

Amon, Williams

Art 430 Art History

From ancient through modern with emphasis on most important periods and masterpieces of art. Art films and field trips.

Sem. II (2-0)

Credit: 2

Loomis

Art 436 Costume Design

Prerequisite: Home Economics 218

Development of original designs for costumes, based on study of design sources.

(0-4)

Credit: 2

Staff

Art 448 Housing

Prerequisite: Art 334

Housing as applied to community, lot, home, and family. Problems in cost, construction, housing materials, and architectural designing.

Sem. II (1-4)

Credit: 3

Williams

Art 460 Creative Art

Prerequisite: Art 106

Creating through experimentation in various art media such as crayon, metal, paint, paper, plastic, and wood.

Sem. I (0-4)

Credit: 2

Williams

Art 526 Seminar in Related Art

Prerequisite: Art 106

Flexible course in which the interests and needs of students are given important consideration. Fundamental material in the integration of art with home economics subject matter.

(2-0)

Credit: 2

Amon

EDUCATION — HOME ECONOMICS

Education 310 *Introduction to Teaching Home Economics*

Prerequisite or parallel: Education 303

Philosophy, objectives and organization of home economics at the secondary level. Group techniques, instructional materials, unit and lesson plans. Observation and participation in high school homemaking classes.

Sem. I, II
Noble

Credit: 2

Education 320 *Methods of Teaching Home Economics*

Prerequisite: Education 303 or parallel

Principles of teaching applied to the selection, organization and development of Home Economics subject matter. This course is designed for dietitians and other groups with specialized needs.

Sem. II
Harper

Credit: 2

Education 408 *Student Teaching in Home Economics*

Prerequisite: Education 310

Parallels: Education 427 and 441

Supervised observation, participation and teaching in a high school homeaking department off-campus for six weeks. The student will live in the community where she teaches. Observation and participation in homemaking classes in the campus school.

Sem. I, II
Harper, Leonard, Perman, Schneider and off-campus supervising teachers

Credit: 8

Education 415 *Workshop in Vocational and Adult Homemaking*

Development of teaching materials in adult homemaking. Applicable to the training of call-staff teachers. Work directed towards the needs of teachers, coordinators, and local supervisors of vocational and adult homemaking.

SS
Staff

Credit: 2

Education 416 *Problems in Teaching Vocational and Adult Homemaking*

Prerequisites: Education 402 and 427, and three years teaching vocational and/or adult homemaking

Analysis of problems confronting experienced teachers; development of tentative solutions.

SS
Staff

Credit: 2

Home Economics 423 *Planning and Equipping Home Economic Laboratories*
 Planning pleasant and functional teaching centers in homemaking departments. Principles of floor arrangement; selection, placement, care and use of equipment. Study of finishes for walls, working surfaces and floors.

SS

Staff

Credit. 3

Home Economics 425 *Selection and Arrangement of Equipment for Home Economics Laboratories*

Selection, placement, care and use of equipment and utensils for family-centered teaching in homemaking laboratories. Consultant service on plans for equipping new and remodeled laboratories.

SS

Staff

Credit: 3

Education 427 *Methods of Teaching*

Prerequisite: Education 310

Parallels: Education 408 and 441

Techniques of teaching homemaking, including vocational and adult education. Curriculum, unit and lesson planning. Adapted to meet the needs, interests, and abilities of adolescent and adult classes. Participation in high school classes.

Sem. I, II

Noble

Credit: 4

Home Economics 429 *The Family-Centered Homemaking Program*

Prerequisite: Education 408, 427, or teaching experience

Philosophy and development of homemaking programs based on family living today. Methods and teaching aids.

SS

Noble

Credit. 2

Education 436 *Course Development*

Prerequisite: Education 408

Philosophy and techniques of developing homemaking courses based on problems of family living and pupil needs and interests. Preparation of resource units.

SS

Noble

Credit: 2

Education 441 *Education Evaluation*

Prerequisite: Education 310

Techniques for developing devices to evaluate pupil progress, characteristics and limitations of different types of test questions. Interpretation of test scores and grades by means of simple statistical procedures; methods of assigning grades.

Sem. I, II

Noble

Credit. 2

Education 451 Evaluation in Home Economics Education

Criteria, techniques, and devices for evaluation the home economics program. Opportunity for developing measuring devices.

SS

Noble

Credit. 2

Education 462 Workshop for Homemaking Teachers

Prerequisite: Teaching experience or consent of instructor

Planned for homemaking teachers in one or two teacher departments.

Teachers select problems on which they wish to work.

SS

Harper

Credit. 2 or 3

Home Economics 474 Teaching High School Food Classes in One Period

Techniques of management in teaching high school food classes on the meal basis in a fifty minute period. These techniques will be demonstrated in a high school class.

SS

Noble

Credit: 2

Home Economics 476 Nutrition Education for the Elementary Grades

The nutritional needs of children, the basic nutrition subject matter needed by elementary teachers, and the methods of presenting it to the pupils.

SS

Staff

Credit: 2

Education 508 Curriculum Studies in Home Economics

Principles of curriculum construction. Review of recent literature on curriculum development. Evaluation of curriculum practices and techniques. Student may work on own curriculum problems.

SS

Staff

Credit: 2 or 4

Home Economics 510 Problems in Home Economics Education

Prerequisite. Education 501

Applied research. Interpretation and application of research procedures, use of scientific methods for thesis problem, and orientation of student in terms of selected thesis.

Sem. I, II, SS

Wigen

Credit. 2

Education 520 Current Problems in Home Economics Education

Consideration of problems in contemporary living that are affecting home economics education and their influence on the teaching of homemaking. Each student will work on an individual problem.

SS

Noble

Credit: 2

Home Economics 524 *Supervision in Home Economics Teaching*

Prerequisite: Teaching experience or consent of instructor

Purposes and philosophy of supervision, the role of the cadet center in preparing home economics teachers, relationships and responsibilities of persons involved, orientation, guidance, and evaluation of student teachers.

SS

Credit: 3

Noble

Home Economics 526 *Administration*

Philosophy and principles underlying organization and operation of public education on the local, state, and national levels in the United States. Examination of prevailing practices and current problems of school management.

Sem. II, SS

Credit: 2

Wall

Home Economics 561 *Seminar in Home Economics Education*

Readings, discussion and reports of recent literature in education with implications for teaching home economics. Paper on individual problem.

SS

Credit: 2

Noble and Staff

Home Economics 562 *Coordinator's Workshop*

Analysis of coordinator's responsibilities, effective ways of promoting and developing community programs, training new teachers, improving teaching techniques, problems of supervision, evaluation devices. Course planned cooperatively with group to meet special needs.

SS

Credit: 1

Staff

Home Economics 563 *Home Economics on Radio and TV*

Basic qualities of radio script for homemaking programs, fundamentals of radio speech, sources of program materials. Laboratory projects in script writing, critical analysis of script, practice with tape recorder, experience with actual broadcasting.

SS

Credit: 2 or 3

Kirk

INDUSTRIAL EDUCATION

Many courses in this group (shop work, drawing, and design) are nine weeks in length, meeting daily. Due to the variation in the types of content included in these courses, the following tabulation is given to indicate the time requirements for credits.

1 period per week (2)	18 weeks.	1 semester hour
2 periods per week (1)	18 weeks.	1 semester hour
3 periods per week (0)	18 weeks.	1 semester hour
6 periods per week (0)	9 weeks.	1 semester hour
12 periods per week (0)	9 weeks.	2 semester hours
10 periods per week (2)	9 weeks.	2 semester hours

(Figures in parentheses indicate hours in preparation.)

Industrial Education Orientation

(For all Industrial Education freshmen)

Admission requirements, program operation, attendance regulations, credits, scholastic measurement. Analysis of characteristics of a good performance in shop or drawing courses, in professional courses, in academic courses, and as a teacher. Personnel problems in physical, social, and mental phases. Curriculum opportunities, professional requirements, trend in requirements in calls for teachers. Significance of choices available.

Sem. I

Jarvis, Price

Credit. 0

BUILDING CONSTRUCTION**Industrial Education 249 Bricklaying**

Elements of bricklaying applied in building walls, chimneys, piers, walling-in frames, turning arches, building fireplaces. Demonstrations and class work carried on under actual trade practice.

Ray (0-10)

Credit. 2

Industrial Education 251 Bricklaying

Prerequisite: Industrial Education 249 or equivalent

A continuation of Industrial Education 249 in advanced work. Motion study; problems planned under field conditions; equipment, shop layouts, trade tests, scaffolding safety and hygiene. Blueprints and outlines issued for reference.

Ray (0-10)

Credit. 2

Industrial Education 354 Concrete Work

Elements of concrete work. Mixtures, footings, foundations, special form-work, reinforcing, sweeping, ornamental colds, pre-cast slabs. Field work assigned.

Ray (0-10)

Credit. 2

DRAFTING**Industrial Education 118 Freehand Drawing**

Basic fundamentals of freehand drawing; lines, circles, ellipses, geometric solids, freehand perspective. Shading, still life, thumbnails, technical sketching, blackboard practice, pen and ink work. Term sketch required.

Qr. I, II, III, IV (0-10)

Credit. 2

Ray

Industrial Education 121 *Elements of Mechanical Drafting*

Graphic representation of fabricated objects by various drawing techniques. Orthographic projection, development, production illustration, and other techniques.

Qr. I, II, III, IV (0-10)

Credit: 2

Benson, Face, Siefert

Industrial Education 130 *Aircraft Drafting*

Prerequisite: Industrial Education 234

Airfoil profiles, L.E. radius, angle of incidence, wing construction, elevator and stabilizer details, fuselage, landing gear, tubular structure, rigging details, engine mounting.

Siefert (0-10)

Credit: 2

Industrial Education 224 *Advanced Freehand Drawing and Design*

Prerequisite: Industrial Education 118

Alphabets, lettering, monograms, trade marks, advertising layouts, show card and poster work. Silk screen and stencil cutting. Memory sketching.

Ray (0-10)

Credit. 2

Industrial Education 226 *General Drafting*

Prerequisites: Industrial Education 118 and 121

The place of drafting in general education. Life situations, organization patterns, social and economic background. Problems involving the use of various types of organization patterns; flow sheets, operation diagrams, comparative value charts, working drawings.

Siefert (0-10)

Credit: 2

Industrial Education 227 *Machine Drafting*

Prerequisites: Industrial Education 234, and one course from the metal work group

Detailing of machine parts. Technical sketching, measuring techniques, drafting conventions, standard parts, use of handbooks.

Siefert (0-10)

Credit: 2

Industrial Education 228 *General Drafting*

Prerequisites: Industrial Education 118 and 121

Drawing techniques for various schools levels and vocational schools. Organization and preparation of a teaching syllabus. Concentration in chosen field.

Ray (0-10)

Credit. 2

Industrial Education 229 *Machine Drafting*

Prerequisites: Industrial Education 227 and Mathematics 213

Analysis of motion, motion diagrams. Design of various types of cams; use of odontograph in gear layout; spur and bevel gears; worm and worm wheel.

Siefert (0-10)

Credit: 2

Industrial Education 231 *Architectural Drafting*

Prerequisites: Industrial Education 118 and 121

Elements of planning and construction for frame and masonry houses. Lettering symbols and conventions, footings, foundations, sills, basement windows, casement and double hung windows, cornices, fireplaces, stairs. Preliminary planning and drawing of floor plans, elevations and perspective. Cost estimates.

Ray (0-10)

Credit. 2

Industrial Education 233 *Architectural Drafting*

Prerequisite: Industrial Education 231

Prereparation of working drawings for a frame or masonry residence. Optional layout of rooms for each student; floor plans, elevations, details, and specifications; rendered perspective; cost estimates; term reports; illustrated lectures on kitchens, bathrooms, living rooms, dining rooms, basements.

Ray (0-10)

Credit. 2

Industrial Education 234 *Mechanical Drawing*

Prerequisite: Industrial Education 121

Advanced problems in projections, auxiliary views, intersections, revolutions and developments.

Siefert (0-10)

Credit. 2

Industrial Education 265 *Descriptive Geometry*

Prerequisite: Industrial Education 234

The representation of points, lines, and planes in relative positions; intersections of lines with plane or curved surfaces; intersections of surfaces; size and shape of plane areas and the development of curved surfaces.

Sommers

Credit. 2

Industrial Education 329 *Machine Drafting*

Prerequisite: Industrial Education 229

Production illustration. Various types of mechanical pictorial representation applied to machine parts.

Siefert (0-10)

Credit. 2

Industrial Education 331 *Architectural Drafting*

Prerequisite: Industrial Education 231

Complete scale model of a house from the student's plans for class demonstration. Landscaping and rendering of the model. Photograph of the exterior and interior.

Ray (0-10)

Credit. 2

Industrial Education 431 *Architectural Drafting*

Prerequisite: Industrial Education 331

Design of a shop, professional, apartment or industrial building. Working drawings and rendered perspective.

Ray (0-10)

Credit. 2

Industrial Education 433 *Machine Drafting*

Prerequisite: Industrial Education 329

Planning and designing machines. Considerations of strength, use, operation, manufacture. Planning jigs and fixtures.

Siefert (0-10)

Credit: 2

Industrial Education 471 *Architectural Drafting*

Prerequisites: Industrial Education 233 and 431

Fundamentals of architectural design; shades and shadows; perspective rendering. Preparation of exhibition and competition drawings.

Ray (0-10)

Credit: 2

Industrial Education 563 *Problems in Design for Industrial Education*

Survey of current design theories and literature; specialized instruction and experiences in representational drawing techniques; selection of a problem; survey of literature concerning the problem; organization and interpretation of the data; preparation of a written report.

Sommers

Credit: 2

ELECTRICAL WORK**Industrial Education 119 *Fundamentals of Electricity***

Essentials of electricity. Static electricity, current electricity, cells and batteries, series and parallel circuits, electric power, magnetism and electromagnetism, measuring instruments, alternating current principles, generator and motor principle, and rectification of alternating current.

Qr. I, II, III, IV (0-10)

Credit: 2

Ruehl, Spinti

Industrial Education 343 *General Electricity*

Prerequisite: Industrial Education 119

Application of fundamental principles of electricity to residential wiring, fractional horse power A.C. motors, wireless communications, and industrial electronic circuits.

Qr. I, II, III, IV (0-10)

Credit: 2

Ruehl, Spinti

Industrial Education 345 *Industrial Electricity*

Prerequisite: Industrial Education 343

Major electric motor maintenance and repair; magnetic circuits, polyphase transformers, motors, and controllers; design and construction of electrical projects.

Ruehl (0-10)

Credit: 2

Industrial Education 347 *Radio 1*

Prerequisite: Industrial Education 343

Construction, testing, trouble shooting and repair of superhetrodyne A.M. receivers. Fundamental principles of transmitters and antenna systems.

Ruehl (0-10)

Credit: 2

Industrial Education 357 *Radio II*

Prerequisite: Industrial Education 347

Advanced study of transmission of radio signals. Principles of trouble shooting, testing, and repair of frequency modulation and television receivers.

Ruehl (o-10)

Credit: 2

Industrial Education 439 *Applied Electronics*

Prerequisite: Industrial Education 347, Science 427 or consent of instructor

Advanced study of model electronic circuits as applied to the control of industrial and commercial processes.

Ruehl (o-10)

Credit: 2

Industrial Education 442 *Electronics—Semiconductors*

Prerequisites: Industrial Education 119 or a knowledge of both direct and alternating current principles and Industrial Education 343 or a knowledge of basic electronic fundamentals.

The study of the theory of semiconductors which includes crystals, transistors, light sensitive coils, and their associated circuits. The design and construction of practical circuits employing semiconductors.

Ruehl

Credit: 2

MECHANICS

Industrial Education 242 *General Motor Mechanics*

Internal combustion engines. Suspensions and steering, fuel systems, carburetion, ignition systems, power trains. Application to vehicles of transportation.

Morical (o-10)

Credit: 2

Industrial Education 245 *Auto Mechanics*

Prerequisites: Industrial Education 113 and Industrial Education 119. Repair of automobile parts, not including the engine. Fender and body repairing, refinishing, interior trim repairing, wheel alignment, wheel balancing, servicing, adjusting or repairing units of the chassis.

Morical (o-10)

Credit: 2

Industrial Education 247 *Auto Mechanics*

Engine rebuilding and tune-up; servicing and repairing engine accessories. Reborning and honing cylinders; fitting pistons, rings, and piston pins; grinding, seating, and testing valves; repairing and adjusting carburetors.

Morical (o-10)

Credit: 2

Industrial Education 253 *General Shop*

Prerequisite: Sophomore standing

Related information and basic operations in plastics, leatherwork, and bench metalwork. Experience in personnel plans for the general shop.

Kranzusch, Sampson (o-10)

Credit: 2

Industrial Education 341 *Auto Mechanics*

Prerequisite: Industrial Education 119

Principles of operation, adjustments and repair of the various types of circuits, operating units, and storage batteries. Testing lighting circuits, generators, voltage regulators, distributors. Diagnosing, locating, and repairing electrical troubles on live cars.

Morical (0-10)

Credit: 2

Industrial Education 365 *General Shop*

Prerequisite: Industrial Education 253

Special emphasis on the development of projects for use in teaching a general shop.

Kranzusch, Sampson (0-10)

Credit: 2

Industrial Education 369 *General Industrial Mechanics*

Prerequisite: Education 236

General survey of the industries. History and study of technological developments.

Reneson (0-10)

Credit: 2

Industrial Education 375 *Industrial Mechanics*

Prerequisite: Industrial Education 369 or equivalent

A selected individual study of a particular phase of industry, i.e., processes and methods, operational machine techniques, and power plants. An analysis and interpretation of the social change produced by industrial automation.

Reneson (0-10)

Credit: 2

Industrial Education 451 *Auto Mechanics*

Prerequisite: Industrial Education 242, 341

Equipment and management problems for prospective teachers of auto mechanics. Selecting and organizing teaching material.

Morical (0-10)

Credit: 2

Industrial Education 463 *Project Development*

A workshop on the design and development of projects for industrial arts courses. Class members will design and construct projects in their field of major interest.

Wiehe (0-10)

Credit: 2

METAL WORKING

Industrial Education 113 *Machine Shop*

Basic instructional units covering the lathe, milling machine, drilling machine, shaper, and grinding machine. Shapes of cutting tools, grinding, setting, and operating; feeds and speeds for cutting various metals. Hand tools.

Qr. I, II, III, IV (0-10)

Credit: 2

Benson, Halfin, Wiehe

Industrial Education 115 Sheet Metal

Fundamental machine and hand tool operations and information topics. Development of simple patterns involving parallel and radial lines; direct layout and short methods; study of markets, manufacture and buying of equipment and supplies.

Qr. I, II, III, IV (0-10)

Credit: 2

Keith, Kufahl

Industrial Education 225 Patternmaking

Prerequisites: Industrial Education 107 and 131

Wood patternmaking for casting in iron, brass and aluminum. Patterns involving solid, split, and segmental construction; core boxes where needed. Visit to a foundry.

Wiehe (0-10)

Credit: 2

Industrial Education 235 Machine Shop

Prerequisite: Industrial Education 113

Spur gear cutting and rack cutting on the milling machine; internal and external acme thread cutting on the lathe; tool grinding, broaching, boring, precision layout.

Benson, Halfin, Wiehe (0-10)

Credit: 2

Industrial Education 237 Machine Shop

Prerequisite: Industrial Education 235

Spiral milling, tool making, tool and cutter grinding, cylindrical grinding, maintenance.

Benson, Halfin, Wiehe (0-10)

Credit: 2

Industrial Education 239 Sheet Metal

Prerequisite: Industrial Education 115

Drafting irregular patterns by means of triangulation with the top view in the layout, top and side view in the layout, side view only in the layout. Shop practice in the various fields of sheet metal working.

Keith, Kufahl (0-10)

Credit: 2

Industrial Education 241 Sheet Metal

Prerequisite: Industrial Education 239

Continued practice in layout and shop work. Some cabinet work, spot welding and air gun riveting.

Keith (0-10)

Credit: 2

Industrial Education 243 Foundry

Instructional units in molding applied in bench and floor molds; core making, cupola practice. Melting and pouring brass and aluminum.

Kufahl (0-10)

Credit: 2

Industrial Education 325 Patternmaking

Prerequisites: Industrial Education 225 and 243

Pattern for sheave wheel; bevel gear blank. Mounted and gated patterns and matched plates; segmental construction work.

Wiehe (0-10)

Credit: 2

Industrial Education 333 Sheet Metal

Prerequisite: Industrial Education 241 and 455

Advanced operations: raising, forming, stretching, shrinking, bending, spinning, chasing, seaming, piercing, etching, coloring. Projects in the working of copper, brass, aluminum, stainless steel, nickel silver, and silver and aluminum brazing; related technical information.

Keith (o-10)

Credit: 2

Industrial Education 335 General Metal

Prerequisite: Industrial Education 113

General shop of the trade group type. Organization layout, equipment, management, uses of instructional material; selected projects in bench metal, forging, heat treating, machine shop, oxyacetylene welding and cutting.

Klatt (o-10)

Credit: 2

Industrial Education 337 Foundry

Prerequisite: Industrial Education 243

Advanced molding projects. Match plates for production work; metallurgy of the foundry; several heats of iron, brass and aluminum.

Kufahl (o-10)

Credit: 2

Industrial Education 355 General Metal

Prerequisite: Industrial Education 455

Advanced work in ornamental and tool forging. Oxyacetylene welding, power hammer work, bench metal, heat treating, and use of ceramic tile in combination with metal. Study of new machines, tools, metals, and manufacturing.

Klatt (o-10)

Credit: 2

Industrial Education 435 Machine Shop

Prerequisite: Industrial Education 237

Internal grinding, problems in tool making, selection of appropriate instructional materials, student demonstration, and project development.

Wiehe (o-10)

Credit: 2

Industrial Education 455 Oxyacetylene Welding

Prerequisite: Industrial Education 335

Operation of generators, manifolds, tanks, gauges and torches. Welding of all common metals; hand and machine cutting of steel; testing and checking; technology of materials.

Halfin, Klatt (o-10)

Credit: 2

Industrial Education 457 Electric Arc Welding

Prerequisite: Industrial Education 335

Characteristics and operation of several kinds of arc welding equipment. Preparation of joints, striking and manipulation of the arc in various weld positions, welding of the common metals, symbols, types of electrodes, hand and machine cutting, destructive and non-destructive testing of welds.

Halfin, Klatt (o-10)

Credit: 2

Industrial Education 461 *Tool and Die Making*

Prerequisites: Industrial Education 237, 239, and for graduate students, Education 501

Operations and related technical information units for selected examples of: single station cutting dies; drawing, expanding, non-cutting, assembling, progressive, and finishing dies; permanent molds. Layout work, methods of fabrication and machine tool operations involved will be planned by the student.

Qr. IV (0-10)

Klatt

Credit: 2

PHOTOGRAPHY

Industrial Education 205 *Elementary Photography*

Picture taking, film developing, printing and enlarging. Basic technical skills and composition emphasized. Each student required to provide camera and photographic film. Chemicals and photographic paper supplied.

Qr. I, II, IV, SS (0-10)

Barnard

Credit: 2

Industrial Education 405 *Advanced Photography*

Prerequisite: Industrial Education 205

Advanced techniques in monochromatic photography and the fundamentals of color photography including color film development and color printing. Each student required to provide a camera, approved by the instructor, for use with the color film which the student must also supply. Chemical and photographic paper supplied.

Barnard (0-10)

Credit: 2

PRINTING

Industrial Education 117 *Elementary Composition*

Elements of composition, stonework, and platen press work. Projects in straight composition involving basic operations of job printing.

Qr. I, II, III, IV (0-10)

Credit: 2

Axelsen, Cornwell, Whydotski

Industrial Education 255 *Advanced Composition*

Prerequisite: Industrial Education 117

Problems in display composition, stonework, and platen press work. Introduction to commercial problems and jobs; typographical design.

Whydotski (0-10)

Credit: 2

Industrial Education 257 *Machine Composition*

Prerequisite: Industrial Education 255

The mechanism, care and operation of Intertype and Linotype. Keyboard operation and mechanical adjustments.

Axelsen, Cornwell (0-10)

Credit: 2

Industrial Education 259 *School Publications*

Prerequisite: English 102b

Production of school newspapers, magazines, and annuals. Elements of journalism and their application from the viewpoint of the adviser. *The Stantonian*, the college weekly newspaper, used as laboratory.

Staff (o-10)

Credit: 2

Industrial Education 351 *Printshop Mechanics*

Prerequisites: Industrial Education 257 and 459

Adjustment and care of machines in the school and job shop.

By arrangement (o-10)

Credit: 2 or 4

Axelsen

Industrial Education 350 *Cooperative Industrial Printing*

Prerequisite: Industrial Education 255 or equivalent

Production work at the college press under shop conditions. One hundred clock hours of actual production experience in college press required for two semester hours of credit. On request for qualified students.

By arrangement

Credit: 2 or 4

Staff

Industrial Education 361 *Printing Design*

Prerequisite: Industrial Education 255

Type design, commercial layouts, colors, papers, cover design, folders, and booklets. Application of design in printing.

Whydotski (o-10)

Credit: 2

Industrial Education 363 *General Graphic Arts*

Basic reproductive processes in graphic arts. Wood and resilient block-cutting, lithography, etching, silk screen, stencil ditto, engraving, paper-making, and bookbinding.

Cornwell

Credit: 2

Industrial Education 370 *General Bookbinding*

Prerequisite: Industrial Education 363 or consent of instructor

Basic fundamentals of the binding and repair of books. Instructions in the making of binding equipment and the use of materials obtained from local sources.

Qr. I, II, III, IV, SS (o-10)

Credit: 2

Whydotski

Industrial Education 374 *Offset Lithography*

Prerequisite: Industrial Education 255

Basic course in offset lithography including units in plate making and multilith press work.

Cornwell, Whydotski (o-10)

Credit: 2

Industrial Education 376 *Advanced Lithography*

Prerequisite: Industrial Education 374

Continuation of Industrial Education 374. Preparation of intricate copy, stripping of negatives in plate making, and preparation of copy for multiple color work.

By arrangement (o-10)

Credit: 2

Cornwell, Whydotski

Industrial Education 449 *Printing Economics*

Prerequisite: Industrial Education 225

Shop organization and management, purchasing of equipment and supplies, shop layouts, and cost estimates.

Whydotski (o-10)

Credit: 2

Industrial Education 459 *Presswork*

Prerequisite: Industrial Education 117

Problems and operation of platen and cylinder presses, automatic feeders, and imposition. Problems in bindery operations. Study of paper and inks.

Axelsen

Credit: 2

Industrial Education 557 *Problems in Graphic Arts*

Prerequisite: Education 501

Selection of a problem in graphic arts, survey of the literature, organization and interpretation of the date, preparation of a written report.

By arrangement

Credit: 2

Whydotski

WOODWORKING

Industrial Education 107 *Hand Woodworking*

Fundamental operations and information topics in woodworking. Construction of projects.

Qt. I, II, III, IV (o-10)

Credit: 2

Sampson, Soderberg

Industrial Education 116 *General Woodworking*

Prerequisites: Industrial Education 107 and 131

Upholstery, layout for light house frame construction, scale construction, core project development and building, and woodturning. Management and operation of general woodworking shop.

Olsen (o-10)

Credit: 2

Industrial Education 131 *Machine Woodworking*

Basic elements in nomenclature, setup and operation of power equipment. Working drawings, bills of material and routing procedures; use of patterns, jigs, and templates.

Qt. I, II, III, IV (o-10)

Credit: 2

Dyas, Swanson

Industrial Education 209 *General Finishing*

Study and application of various finishes for composition material, plastics, wood, and metal. Color theory, spraying, baking, drying, polishing, spot finishing, and refinishing.

Soderberg (o-10)

Credit: 2

Industrial Education 215 *Cabinet Work*

Prerequisite: Industrial Education 311

Student designs and makes patterns, jigs, templates for project designed in Industrial Education 311; constructs project. Drawer and door construction, sectional relationship of structural members, types of joints and methods of fastening.

Dyas, Swanson (o-10)

Credit: 2

Industrial Education 219 *Carpentry*

Actual experience in light frame house construction. Modular principles employed; the framing of simple roofs.

Olsen (o-10)

Credit: 2

Industrial Education 221 *Painting and Decorating*

Prerequisite: Industrial Education 209

Application of color theory, color mixing, graining, stenciling, marbling, mottling, stippling, texturing with plastic materials; dry wall construction and other modern wall finishes.

Soderberg (o-10)

Credit: 2

Industrial Education 246 *Upholstery*

Prerequisite: Industrial Education 116

Upholstery techniques in wood foundation, webbing, arch and coil spring construction and repair. Frames may be purchased or otherwise provided by the student.

Olsen (o-10)

Credit: 2

Industrial Education 263 *Millwork*

Millwork items used in the building trades. Window frames, kitchen cabinets, storage walls, mouldings.

Swanson (o-10)

Credit: 2

Industrial Education 267 *Tool and Machine Conditioning*

Prerequisite: Industrial Education 215

Practice in machine maintenance, tool fitting, saw fitting, installation of power equipment, and ordering tools and equipment. Information on feeds and speeds, electrical hook-ups, shop layout, and safety.

Dyas, Swanson (o-10)

Credit: 2

Industrial Education 311 *Design in Woodworking*

Prerequisites: Industrial Education 107 and 131

Planning, designing and making drawings of projects, stock cutting bills, patterns and job plans for a course of study at a chosen grade level. An optional field trip.

Dyas, Swanson (o-10)

Credit: 2

Industrial Education 312 <i>Cabinet Work</i>		
Prerequisite: Industrial Education 215		
Laminating, veneering, and curved work in project construction. Laboratory testing of moisture content of wood and relative humidity.		
Swanson (o-10)	Credit: 2	
Industrial Education 313 <i>Design in Woodworking II</i>		
Prerequisite: Industrial Education 311		
Continuation of Industrial Education 311. Designing, drawing and the making of rods, jigs, and forms.		
Swanson (o-10)	Credit: 2	
Industrial Education 319 <i>Carpentry</i>		
Review of gable roof framing; advanced roof framing, cornice construction, exterior finishings, design and construction of doors and window frames; building materials, insulation. Reference assignments and discussion.		
Olsen (o-10)	Credit: 2	
Industrial Education 411 <i>Cabinet work</i>		
Prerequisite: Industrial Education 312		
Advanced problems in fixture construction. Purchase and care of equipment and supplies. Shop layouts and installations.		
Swanson (o-10)	Credit: 2	
Industrial Education 421 <i>Carpentry</i>		
Prerequisite: Industrial Education 319		
Interior finishing, hanging doors, installing kitchen cabinets, elements of stair construction.		
Olsen (o-10)	Credit: 2	
Industrial Education 440 <i>Plastics</i>		
Prerequisites: Junior Standing and Industrial Education 253 or Education 501		
Designing plastics projects; constructing forms, molds, jigs, and fixtures; forming, laminating, and casting with various plastics. Graduate students prepare technical reports.		
Swanson	Credit: 2	
Industrial Education 447 <i>Institutional Production</i>		
Prerequisites: Industrial Education 312 and vocational major in cabinet making		
Building institutional equipment on a production and instructional basis with consideration given to vocational certification.		
Swanson (o-10)	Credit: 2	
Industrial Education 448 <i>Cooperative Woodworking in Industry</i>		
Prerequisite: Vocational major in cabinet making or carpentry		
Full time affiliation of Stout State College, industry, and students when it can be arranged for mutual benefits and for vocational credit.		
Olsen, Swanson	Credit: 2	

INDUSTRIAL TECHNOLOGY

Industrial Education 400 *Quality Control*

Establishment of quality standards; application of sampling methods and theory; corrective action.

Sommers, Cornwell

Credit: 2

Industrial Education 410 *Production Control*

Introduction to industrial plant operation; production planning and control. Production requirements; routing, scheduling and coordination of production.

Sommers, Cornwell

Credit: 2

Industrial Education 480 *Industrial Relations*

Manpower management and industrial relations: determination of labor needs, recruitment, selection and training, employment stabilization, collective bargaining, wage and salary administration.

Sommers, Cornwell

Credit: 2

EDUCATION — INDUSTRIAL EDUCATION

Education 234 *Analysis Technique for Instructors*

Prerequisite: Sophomore standing

Development of an orderly procedure for the identification of instructional units and projects to be used for teaching purposes. Planning of outlines.

Sem. I, II

Credit: 2

Rudiger

Education 235 *Trade Analysis*

For vocational majors. May be substituted for Education 234 in the curriculum. Techniques of analyzing occupations into instructional units for vocational teaching.

Rudiger

Credit: 2

Education 305 *Methods of Teaching Industrial Arts*

Prerequisites: Education 234 and 303

Study of teaching methods in use in unit and general shop classes. Instruction planning, methods of organization and management, instruction aids, professional ethics. Directed observation of representative school shops.

Sem. I, II

Credit: 2

Chinnock

Education 403 *Workshop in Trade and Industrial Education*

Prerequisite: Limited to experienced qualified teachers and consent of instructor

For teachers, coordinators, and local supervisors. Work suited to specific needs of each individual. Supplements required certification courses but cannot be substituted for them.

SS

Credit: 2 to 4

Staff

Education 407 Teaching Trade and Industrial Subjects

Recognized principles and methods of teaching applied to typical shop and/or related subjects found in schools of vocational and adult education.

SS

Staff

Credit: 2

Education 408b Student Teaching Industrial Education

Prerequisite: Education 234 and junior standing

Prerequisite or parallel: Education 305

Directed observation and supervised teaching on selected junior and senior high school levels. Teaching experience acquired in on-campus industrial arts shops organized on the unit, unit general, or general shop basis. Group conferences held regularly on problems concerned with student teaching.

Qr. I, II, III, IV

Chinnock

Credit: 2

Education 408c Student Teaching Industrial Education

Directed teaching in selected off-campus schools, in unit, unit general, or general shops. Taken concurrently with related subjects during the student teaching block in senior year.

Qr. I, II, III, IV

Chinnock

Credit: 8

Education 423 Safety Education

Highway, home, industrial, farm, school, and recreational safety. Promotion of a safety program, its content, methods, and materials of instruction.

Sem. I, II,

Kranzusch

Credit: 2

Education 441 Education Evaluation

Prerequisite: Education 305

Evaluative devices and their use in measuring student attainment of course objectives. Characteristics and limitations of different types of tests and test questions; the interpretation of test scores and grades by means of simple statistical procedures; methods of grading manipulative work and assigning final grades.

Sem. I, II, SS

Rudiger

Credit: 2

Education 443 Organization of Content Material for Trade and Industrial Subjects

Individual work following approved practice in the development of instructional material for vocational teaching.

SS

Staff

Credit: 2

Education 448 *Driver Education*

Teaching methods in driver training. Teaching a trainee to drive, to pass written and road tests. Research problem or construction of test apparatus. Driver Education certification by A.A.A. and State Department of Public Instruction on completion of course.

Sem. I, II

Kranzusch, Morical

Credit: 2

Education 452 *Driver Education (Advanced Course)*

Prerequisites: Education 448 and Driver Education Certificate or its equivalent

Program details in driver education in our nation's schools. State laws, school laws and regulations, teaching requirements, technique for improving practice driving instruction, and a survey of research studies; improving teaching methods through evaluation and analysis, use of diagnostic tests and materials. Cooperation with state and other organizations in the presentation of instructional materials.

SS

A.A.A. consultants and others

Credit: 2

Education 470 *Conference Leading I*

Prerequisite: Education 305 or equivalent

Study of teaching. Study and practice of the principles and techniques of conference leading as an instructional device in vocational education.

SS

Staff

Credit: 2

Education 471 *Conference Leading II*

Prerequisites: Education 470 or equivalent and consent of instructor
Review of techniques. Demonstration and practice conferences.

SS

Credit: 2

Education 475 *Interviewing Techniques*

The interview as a tool in interpersonal relationships. Principles of interviewing; how to interview; pooling measurement information for diagnostic treatment; writing and interpreting case studies.

SS

Staff

Credit: 2

Education 480 *Theory and Organization of General Shop*

Prerequisite: Senior standing

Industrial education in general and vocational education. Philosophy and types of general shop; purpose and progress classifications of pupils; selection and organization of instructional materials; shop layout and equipment; personnel organization.

Sem. I, II

Chinnock, Swanson

Credit: 2

Industrial Education 506 *Problems of Supervision*

Prerequisite: Education 502

Interpretation and application of basic principles of supervision. Individual project; selection, analysis, interpretation, and application of plans for a selected supervisory activity. Application of scientific methods for solving supervisory problems.

Wigen

Credit: 2

Industrial Education 510 *Problems in Industrial Education*

Prerequisite: Education 501

Applied research. Interpretation and application of research procedures, use of scientific methods for solving problem, and orientation of student in terms of selected thesis.

Sem. I, II

Wigen

Credit: 2

Industrial Education 520 *Labor and Industrial Relations*

Human relations in industry from the viewpoints of labor, management, and the government.

Agnew, Farmer

Credit: 2

Industrial Education 526 *Administration*

Philosophy and principles underlying organization and operation of public education on the local, state, and national levels in the United States. Examinations of prevailing practices and current problems of school management.

Sem. II, SS

Wall

Credit: 2

Education 568 *Curriculum Procedures II (Analysis Techniques for Instructors)*

Not available to persons who have had Education 234 or Education 235. Study of systems of analysis of occupations for instructional purposes and for personnel work. Jobs, operations, information topics, blocking, custom trades, service trades, checking levels, progression factors defined. Project in development of complete analysis of an occupation for instructional use.

Sem. II

Fryklund, Jarvis

Credit: 2

PSYCHOLOGY, EDUCATION, AND LIBERAL ARTS

PSYCHOLOGY

Education 123 General Psychology

Scientific vs. unscientific approaches in understanding behavior. Efficient study methods, individual differences, motivation, emotions, personality development, thinking, and psychological problems of college, community, and vocational life.

Sem. I, II

Salyer, Wall

Credit: 3

Education 303 Educational Psychology

Prerequisite: Education 123

Child and adolescent development; learning and its guidance, the individual student, and the implications of interests and attitudes.

Sem. I, II

Oetting

Credit: 2

Education 350 Adolescent Psychology

Prerequisite: Education 123

The physical, emotional, social, moral, and intellectual development of secondary school youth.

Sem. I, II

Oetting

Credit: 2

Education 352 Child Psychology

Prerequisite: Education 123

Psychological development of children. Emphasis placed on age groups spanning the pre-school and the pre-pubescent child; methods for scientific measurement and understanding of child behavior.

SS

Salyer

Credit: 2

Education 430 Industrial Psychology

Prerequisite: Education 123

Use of psychological methods in industry. Emphasis on selection and placement, interviewing, efficiency, job evaluation and training, merit ratings, morale, and safety.

Salyer

Credit: 2

Education 513 Personality and Mental Health

The nature of personality and the conditions which make for its wholesome development, its maintenance and integration. Personality inventories and scales used for self-analysis.

Sem. I, II, SS

Oetting

Credit: 2

Education 514 Vocational Psychology

Application of psychological techniques to industry with emphasis on employee testing, training, scientific management, efficiency, merit ratings, promotion, safety, morale, and labor relations.

SS

Credit: 2

Salyer

Education 524 Social Maladjustments

Prerequisite: Social Science 411 or consent of instructor

Non-adjustive tendencies of social groups, their social and educational implications.

Sem. I

Credit: 2

Parmer

Education 555 Psychology of Learning

The nature, principles, forms and conditions of learning. Acquisition, retention, transfer and related phenomena. Applications are made.

Sem. I, II, SS

Credit: 2

Oetting

EDUCATION**Education 222 Principles of Secondary Education**

Prerequisite: Education 123

The evolution, status, and trends of secondary education. Needs of our democratic society: philosophy, organizational problems, curriculum development, and the responsibilities of the individual teacher.

Sem. I, II

Credit: 2

Education 360 Audio-Visual Education

Prerequisite: Junior standing

Methods of using audio-visual materials effectively in teaching. Experience in operating equipment, production of materials, initiating and operating an audio-visual program; practice in planning and presenting a lesson.

Sem. I, II, SS (1-2)

Credit: 2

Education 401 Introduction to Guidance and Student Personnel Services

An overview of policies and practices of organized guidance programs for schools and colleges. Emphasis is given to the philosophy and evaluation of guidance, understanding the individual, counseling, and group guidance as it affects the classroom teacher and personnel worker.

Sem. I, II, SS

Credit: 2

Iverson

Education 402 Philosophy of Vocational and Adult Education

The philosophy, historical development, principles and practices, and organization of public vocational and adult education in the nation.

Sem. I, II, SS

Credit: 2

Rudiger

Education 439 Production of Audio-Visual Materials

Prerequisites: Industrial Education 205 and Education 360, or consent of instructor

Production of instructional sound motion pictures utilizing "live" projects which will be marketed. Production planning, content research, treatments, storyboard, script writing, shooting, editing, sound recording, titling, and other technical problems of production.

Sem. II, SS (0-4)

Credit: 2

Barnard

Education 472 Coordination

Principles of coordination in vocational education for apprenticeship training, distributive education, trades and industries, and diversified occupations. Work-experience program in general education.

Sem. I, II, SS

Credit: 2

Wall

Education 479 Public Relations for Schools

Defines the publics, objectives, and media of public relations in a school system. Provides practice with such tools as news stories, features, etc.

Each student carries out an actual publicity program in the community.

Fleming

Credit: 2

Education 490 Workshop in Tests and Measurements in Counseling

Prerequisite: Teaching experience

Selection, use, and interpretation of tests for teachers and counselors.

Study of achievement and aptitude tests, personality, and interest inventories with sample applications.

SS

Credit: 2

Staff

Education 491 Occupational and Educational Information

Prerequisite: Education 401

Study of occupational and educational opportunities. Includes evaluation of information sources, occupational requirements, trends and uses.

SS

Credit: 2

Salyer

Education 492 Administration of Vocational and Adult Education

Survey and analysis of problems in the administration of a vocational and adult school, including legal status policy making, staff personnel, student personnel, curriculum, evaluation, public relations, physical plant, and business management.

SS

Credit: 2

Staff

Education 500 Philosophy of Modern Education

A comparative study of the main schools of educational philosophy and of their influence in contemporary education thought and practice; points of agreement and of conflict.

Price

Credit: 2

Education 501 Research Procedures

Basic principles of educational research. A study of the selection of a problem, survey of the literature, types of educational research, planning the study, organization and interpretation of data, and preparation of the research report.

Sem. I, II, SS

Wall

Credit: 2

Education 502 Principles of Supervision

Basic principles, types, functions, organizations, and plan of supervision. Interpretation and application of creative supervision plans; individual and class projects concerned with applied methods of supervision in selected educational areas.

Sem. I, II

Wigen

Credit: 2

Education 531 Problems in Guidance

Prerequisite: Education 401

Identification and analysis of field problems in student personnel services. Collection of materials, development of methods, preparation of instruments, and construction of case studies are typical activities chosen by students.

Sem. I, II

Iverson

Credit: 2

Industrial Education 533 Survey Procedures

Prerequisite: Education 501 Research Procedures

Procedures and organization for conducting surveys. Application of principles by writing the report for an actual survey.

Sem. I, II, SS

Wall

Credit: 2

Industrial Education 537 Curriculum Procedures III (Course Development)

Prerequisite: Education 568 or consent of instructor

Principles of course development are reviewed. Basic divisions of course development covered through preparation of a selected course.

Sem. I, II, SS

Credit: 2

Industrial Education 560 Problems in Audio-Visual Education

Prerequisites: Education 360 and Education 501 Research Procedures Seminar in the administration and supervision of public school audio-visual programs. Group field projects supplement discussions of related literature.

Qr. III, SS

Barnard

Credit: 2

Education 561 Educational Statistics

Methods of collecting, recording, evaluating, and interpreting data. Illustrative problems in education, business, and industry at the practical and research levels.

Sem. I, II, SS

Credit: 2

Swanson

Education 570 Thesis (Plan A)

Prerequisite: Industrial Education 510 or Home Economics 510

Independent research on thesis under direction of investigation adviser. Selection of problem, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours credit, for a final total of six.

Sem. I, II, SS

Total Credit: 6

Staff

For Education Courses in Home Economics, see pages 95-98.

For Education Courses in Industrial Education, see pages 112-115.

ENGLISH

English 102a English Composition

A basic course designed to train students in effective use of English with emphasis on sentence and paragraph construction.

Sem. I, II

Credit: 3

Cutnaw, Fleming, Hain, Wills

English 102b English Composition

A continuation of English 102a. Designed to increase effectiveness in writing with emphasis on techniques and preparation of the research paper, including taking notes, making bibliography, organizing and limiting material, and acknowledging sources through proper documentation.

Sem. II

Credit: 3

Cutnaw, Fleming, Hain, Wills

English 216 English Literature

Prerequisite: English 102b

A chronological survey of English prose and poetry from Beowulf to Browning. The course lays a foundation for advanced work in literature.

Sem. I, II

Credit: 2

Callahan, Hain, Wills

English 306 Journalism

Prerequisite: English 102b

Theory and practice of news gathering and reporting, journalistic style, copy and proof reading. Discriminative newspaper reading; the history of journalism, libel.

Sem. I

Credit: 2

Fleming

English 346 *Expository Writing*

Prerequisite: English 102b

The writing of short reports, definitions, directions, book reviews, and a documented investigative paper.

Sem. I, II

Credit: 3

Callahan, Wills

English 348 *American Literature*

Prerequisite: English 102b

A chronological survey of American prose and poetry from Franklin to Frost. The course lays a foundation for advanced work in literature.

Sem. I, II

Credit: 2

Callahan, Hain, Wills

English 402 *Fiction*

Prerequisite: English 102b

An understanding of fiction through the reading and discussion of representative novels of the nineteenth and twentieth centuries.

Callahan, Wills

Credit: 2

English 404 *Poetry*

Prerequisite: English 102b

Representative American and English poets of the late nineteenth and twentieth centuries.

Callahan, Wills

Credit: 2

English 406 *Shakespeare*

Prerequisite: English 102b

Representative plays of Shakespeare. Critical reading of four plays and class discussion of six plays.

Callahan, Hain, Wills

Credit: 2

English 410 *Writing and Selling Feature Articles*

Prerequisite: English 102b

Practice in techniques of writing and selling feature articles for appropriate markets. Students required to submit articles for potential publication.

Sem. II

Credit: 2

Fleming

English 420 *New Techniques in Reading and Composition*

A study and analysis of new approaches to the communications skills: reading, writing, listening. A survey and analysis of books and magazine articles concerned with new techniques and philosophies. Group discussions and reports.

Hain

Credit: 2 or 3

MATHEMATICS

Mathematics 209 *College Algebra*

Fundamental operations and problems in college algebra, including special work in logarithms and the slide rule.

Sem. I, II

Credit: 4

Harbour, Kubly, Reneson, Rue

Mathematics 213 Trigonometry

Prerequisite: Mathematics 209

Introduction to the elements of trigonometry and the solution of the right and oblique triangle. Slide rule and logarithmic calculations in solving practical problems. One field problem in the use of the transit.

Sem. I, II

Credit: 3

Harbour, Kubly, Reneson, Rue

Mathematics 216 College Geometry

Prerequisite: Mathematics 213

Classical and constructive treatment of selected material to provide experience in giving independent demonstrations. Two and three dimensional figures, linkage instruments, spherical geometry.

Qr. III

Credit: 2

Harbour, Kubly, Reneson

Mathematics 220 Spherical Trigonometry

Prerequisite: Mathematics 216

The solution of the spherical triangle and its application to navigation.

Qr. I

Credit: 2

Harbour, Kubly, Reneson

Mathematics 314 Analytical Geometry

Prerequisite: Mathematics 213

Algebraic treatment of geometry. A graphical analysis of the straight line, the circle, and conic sections in general.

Qr. II, IV

Credit: 2

Harbour, Kubly

Mathematics 315 Calculus

Prerequisite: Mathematics 314

Differential and integral calculus with practical applications.

Sem. I, II

Credit: 4

Kubly, Rue

MUSIC

The objective of the Stout music department is to provide musical experience and opportunities for the development of understanding and appreciation of music. The study of this art not only enhances intellectual acumen but also provides aesthetic enjoyment and aids in the development of social coordination through group effort. The organizations seek to further the interests of musical culture and entertainment, and to enhance the spirit and character of the college.

The organizations are open to any student in the college who can qualify, and may be taken for credit or participated in as activities. All students are invited to attend concerts and may elect music courses and organizations for college credit for a total of four semester hours. Not more than one credit per semester may be earned in performing organizations.

Music 134 *Rudiments of Music*

An integrated survey course in the fundamentals of musicianship. Sol-feggio, practical harmony, history, notation, conducting, arranging, basic principles of music education, acoustics, appreciation and esthetics.

Odegard

Credit: 1

Music 165 *Glee Club*

Testing and classification of voices, basic principles of good choral technique. Provides the training necessary for membership in the College Choir and the Symphonic Singers.

Odegard

Credit: 0

Music 166 *Marching Band*

Prerequisite: Satisfactory high school record in instrumental music
Fundamentals of marching and playing. Performance at all parades and football games. Students may substitute one quarter Marching Band for one quarter of Physical Education during the year or years in which Physical Education is required.

Qr. I

Odegard

Credit: $\frac{1}{2}$ per quarterMusic 168a *Voice Class***Prerequisite:** Music 165 or equivalent

Study of voice production, principles of singing and song materials.

Odegard

Credit: 0

Music 168b *Class Instruction in Band and Orchestra Instruments***Prerequisite:** Music 166 or equivalent

A practical course in problems relating to embouchure, tone production, mechanics of the instrument, fingering and tonguing technique and musicianship.

Odegard

Credit: 0

Music 234 *Advanced Topics of Music***Prerequisites:** Music 134 and membership in Symphonic Singers

A continuation of Music 134, with considerable freedom of specialization according to individual needs, interests and ability.

Odegard

Credit: 1

Music 265 *College Choir*

Membership by audition only

Advanced choral techniques, reading and analysis of choral music of all types and periods. Concert and radio appearances.

Odegard

Credit: 1 per year

Music 266 *Concert Band***Prerequisite:** Music 166 or special audition

Fundamentals of musical expression, tone production and quality, and special problems of technique. Formal concerts and radio broadcasting.

Odegard

Credit: 1 per year

Music 267 *The Symphonic Singers*

Prerequisite: Music 265 or 266 (Membership by audition only)

A combined choral and instrumental concert group of 65 voices and 35 instruments, representing the very best that Stout has to offer in applied music. Formal concerts, radio broadcasts and an annual Spring Tour.

Odegard

Credit: 1 per year

Music 268 *Solo and Ensemble*

Prerequisites: Music 267 and approval of director

Coaching of advanced performers, both vocal and instrumental, for public performance and radio work.

Odegard

Credit: 1 per year

Music 290 *Public School Music*

Prerequisites: Music 234 and membership in Symphonic Singers

The fundamentals of public school music, with special emphasis on the methods, materials and administration of music in the elementary and secondary school.

Odegard

Credit: 1

PHYSICAL EDUCATION AND COACHING

MEN

If an excuse or deferment from Physical Education is necessary for health reasons, the student must report to the college physician for temporary or permanent excuse. Permanent excuses must be filed in the Office of the Registrar as well as in the Office of Physical Education.

If a student is 25 years of age on his first entrance at Stout and requests exemption from the physical education program, such request must be made to the Dean of Industrial Education.

All veterans are exempt from only floor service classes in physical education.

All veterans must complete the beginners course P.E. 127A in swimming. Registration for this course should be made on the first semester of attendance.

The Physical Education requirement for any quarter can be met by becoming a bona-fide member of a regular athletic squad during that quarter. Registration cards must be made by all reporting for athletic competition for credit. Athletic competition does not supplant the swimming requirements.

Physical Education 101 *Personal Health*

Personal and general hygiene for the improvement of living. Considers health in terms of life values. Standard First Aid Certification, American Red Cross granted.

Sem. I, II

Johnson

Credit: 1

Physical Education 127a *Physical Education I*

Physical Education is required for all men for the first two semesters. Activities: swimming, archery, basket ball, foot ball; A brief summary for the spectator, touch foot ball, football conditioning and physical proficiency tests, (intercollegiate), and the limited program of physical education.

Sem. I

Gerlach, Johnson

Credit: 1

Physical Education 127b *Physical Education II*

Continuation of Physical Education 127a. Activities: swimming, archery, basketball, badminton, bowling, handball, table tennis, tumbling, gymnastics, trampolining, volleyball, softball, conditioning and physical proficiency tests, basketball (intercollegiate), baseball (intercollegiate), and the limited program of physical education.

Sem. II

Gerlach, Johnson

Credit: 1

Physical Education 150 *Principles of Physical Education*

The principles of physical education based on scientific facts and expression of educational ideals. Aims and objectives of physical education as applied to various school levels.

Sem. II

Credit: 2

Physical Education 220 *Gymnastics*

Elements of gymnastic tumbling and the use of gymnastic apparatus as a part of a modern program of physical education.

Sem. I

Gerlach

Credit: 2

Physical Education 225 *First Aid and Athletic Training*

Prerequisite: Physical Education 101

Application of the principles and practice of the American Red Cross first aid; theory and practice of principles and techniques underlying athletic conditioning.

Sem. I

Credit: 2

Physical Education 227 *Advanced Swimming*

Prerequisites: Physical Education 127a and 127b

Advanced swimming skills. American Red Cross Lifesaving and Water Safety Instructors in the teaching of swimming and water safety.

Sem. I

Johnson

Credit: 2

Physical Education 325 *Recreational Leadership*

Objectives, principles, methods and content of a recreational program. Problem of facilities, equipment, and leadership. Organization and administration of a recreational program for various age levels.

Sem. I (odd years)

Johnson

Credit: 2

Physical Education 350 *Individual and Dual Sports*

History and theories of play. Rules and regulations of individual and dual sports. Badminton, tennis, table tennis, bowling, golf, archery, horseshoes, and practice of the various skills.

Sem. II

Gerlach

Credit: 2

Physical Education 450 *Organization and Administration of Physical Education*

Prerequisite: Physical Education 127

The problems that arise in everyday experience of the instructor in physical education. The relationship of physical education to general education; objectives of physical education, utilization, planning and care of facilities and equipment; time allotment, classification of activities and children, leadership organization, supervision, routine procedures.

Sem. II (even years)

Johnson

Credit: 2

Physical Education 455 *Team Sports*

Course is designed to give teaching knowledge and fundamentals of the following sports: touch football, soccer ball, field softball, and games leading up to team sports.

Sem. II

Gerlach

Credit: 2

Physical Education 460 *Coaching*

Fundamentals and methods of teaching and coaching football and baseball. Specific techniques analyzed. Definite plan of offense and defense presented. Rules, theory and practice in batting, fielding, base running and pitching.

Sem. I

Gerlach

Credit: 2

Physical Education 470 *Coaching*

Fundamentals and methods of teaching and coaching basketball and track. Specific techniques analyzed. Definite plan of offense and defense presented. Rules, practice scheduling and formulas, theory and application in all the track and field events.

Sem. II

Gerlach, Johnson

Credit: 2

Intramural Athletics

A complete program of all seasonal sports consisting of an "Athletics for All" aim is available to all students. Organized tournaments are conducted during the year in archery, badminton, basketball and basketball free throwing, bowling, fly and bait casting, and spinning, golf, horseshoes, riflery, shuffleboard, softball, swimming, table tennis, tennis, touch football, volleyball and wrestling. Varsity letter winners are not eligible to participate in the

sport in which they have lettered. The facilities and equipment of Physical Education Department are available to students for recreation when there are no scheduled activities.

WOMEN

Two years (8 quarters) of physical education are required of women students during their freshman and sophomore years.

A freshman woman student must take one quarter of body building and one quarter of swimming.

A sophomore woman student must take one quarter of swimming.

Each woman student is urged to select one individual sport to be used as a hobby during the junior and senior years. She is encouraged to take one team sport if it be used in intramural competition.

If an excuse or deferment from physical education is necessary for health reasons, the student must report to the college physician for a permanent or temporary excuse. Permanent excuses must be filed in the Registrar's Office as well as in the Office of Physical Education.

Physical Education 128a *Physical Education I*

Freshman women students may select two activities from the following offering: Body building, swimming, aerial dart tennis, badminton, deck tennis, field hockey, or volleyball.

Sem. I

Credit: 1

Antrim, Erdlitz

Physical Education 128b *Physical Education I*

Freshman women students may select two activities from the following offering: Body building, swimming, archery, badminton, golf, basketball, lifesaving, rhythm, softball or tennis.

Sem. II

Credit: 1

Antrim, Erdlitz

Physical Education 228a *Physical Education II*

Sophomore women students may select two activities from the following offering: Swimming, aerial dart tennis, deck tennis, badminton, bowling, field hockey, or volleyball.

Sem. I

Credit: 1

Antrim, Erdlitz

Physical Education 228b *Physical Education II*

Sophomore women students may select two activities from the following offering: Swimming, archery, badminton, basketball, bowling, life saving, rhythm, softball, tennis, or golf.

Sem. II

Credit: 1

Antrim, Erdlitz

Recreational Sports

The Women's Recreational Association sponsors various sports which promote interest and enthusiasm in recreational activities with intramural competition. An opportunity is created for every girl in school to participate

in various recreational activities, and in "play for play's sake." Organized tournaments are conducted during the year in volleyball, badminton, deck tennis, basketball, bowling, tennis, and softball. W.R.A. sponsors an "all-campus" basketball tournament and a mixed doubles badminton tournament. Social activities include a Sports Spree, Gymjam, Treasure Hunt, and Tea. Unorganized points may be earned in hiking, skating, bicycling, archery, golf, and swimming.

SCIENCE

Biology

Science 214 *Physiology and Anatomy*

Man's place in the biological world; human anatomy based on dissection of the cat and other laboratory material; fundamental physiological processes of all the organ systems; embryological development and inheritance of man.

Sem. I, II (2-6)

Credit: 5

Arneson, Marshall

Science 306 *General Bacteriology*

Structure and physiology of yeasts, molds, and bacteria. Growth requirements; methods used in culture and identification; introductory studies in bacterial analysis of water and milk; other problems in sanitation; food bacteriology.

Sem. I, II (1-4)

Credit: 3

Marshall

Science 314 *Botany*

An introduction to the structure and physiology of plants. Classification, ecology and evolution.

Arneson (1-4)

Credit: 3

Science 316 *Zoology*

The animal kingdom and its importance to human welfare. The fundamental structures that determine an animal's mode of life; origin, development, distribution and interrelationships of animals.

Marshall (1-4)

Credit: 3

Science 362 *Advanced Physiology*

Prerequisites: Science 214 and Science 125

Physiological processes of digestion, respiration, metabolism, excretion, circulation and muscle action. Histological and quantitative studies of blood; experiments on frog and turtle hearts and nerve and muscle preparations. Respiratory, nerve, circulatory and muscle experiments on the human body.

Sem. II (1-4)

Credit: 3

Arneson

Science 432 Heredity and Eugenics

The essential principles of genetics and eugenics and their application to the human family. Physical, physiological and mental traits in man; positive and negative eugenics and euthenics.

Sem. I

Arneson

Credit: 2 or 3

Science 442 Community Hygiene

Disease prevention through education, sanitation, isolation and immunization. Public health programs and operation of federal and state laws.

Sem. I, II

Marshall

Credit: 2 or 3

Chemistry**Science 215 Inorganic Chemistry**

The basic principles of inorganic chemistry, the important elements and compounds and some of their major applications to industry and modern life.

Sem. I, II (2-6)

Cox, Nitz

Credit: 5

Science 125 General Chemistry

Basic principles of inorganic chemistry and aspects of organic chemistry related to textiles, food, and to the home.

Sem. I, II (2-6)

Cox, Nitz

Credit: 5

Science 208 Organic Chemistry

Prerequisites: Science 115 or 125

The chemistry of carbon compounds. Fundamental principles of structure, classification and behavior of fats, carbohydrates, proteins, soap, fuels and lubricants, plastics, textiles, dyes, drugs and vitamins.

Sem. II (2-4)

Cox

Credit: 4

Science 322 Biochemistry

Prerequisites: Science 208 and Science 214

Digestion and metabolism of carbohydrates, fats and proteins. Analysis of blood, urine, and other body fluids and tissues; nutritional significance of minerals, vitamins, enzymes, and hormones.

Sem. I (1-4)

Cox

Credit: 3

Science 436 Qualitative Analysis

Prerequisite: Science 115 or 125

The principles and practices of separating and identifying the common cations and anions.

Sem. II (1-4)

Nitz

Credit: 3

Science 445 *Chemistry of Materials*

Prerequisite: Science 115

Composition, properties and uses of common industrial and engineering materials: fuels and lubricants, iron and steel, non-ferrous metals and alloys, cement, paints and varnishes, synthetic rubber, and plastics.

Credit: 3

Sem. I (2-2)

Nitz

Physics

Science 421 *Physics I*

Prerequisite: Mathematics 213

General laws of physics in the fields of electricity, mechanics and heat.

Laboratory problems and demonstrations with practical applications.

Credit: 5

Sem. I, II (3-4)

Harbour, Kubly, Rue

Science 423 *Physics II*

Prerequisite: Mathematics 213

General laws of physics in the fields of sound and light. Acoustics, vision, lighting standards, lenses, optical instruments, polarization, and fluorescence.

Credit: 3

Sem. I, II (2-2)

Harbour, Kubly, Rue

Science 425 *Physics III*

Prerequisite: Mathematics 213

Statics and strength of materials. Problems in machine design, structural design, and the building trades; timber fastenings; standard and special tests.

Sem. I, II (2-2)

Reneson

Credit: 3

Science 427 *Physics IV, Electronics*

Prerequisite: Science 421

An introduction to the study of electron tubes at work. Basic principles of electronic circuits used for the control of machines.

Credit: 2

Sem. I (1-2)

Harbour

Science 429 *Physics V, Modern Physics*

Prerequisite: Science 421, 423

Elements of atomic and nuclear physics and the industrial application of atomic energy.

Credit: 2

Harbour

SOCIAL SCIENCE

Social Science 201 *General Economics*

Principles and problems of production, exchange, distribution, and consumption.

Credit: 3

Sem. I, II

Agnew

Social Science 301 <i>Economic History of the United States</i>	
Prerequisite: Social Science 201	
The economic evolution of the United States since colonial times. The development of economic problems and the foundations of modern industry.	
Agnew	Credit: 3
Social Science 309 <i>General Sociology</i>	
Prerequisite: Education 123	
Study of social heritage in terms of structures and functions of the group. Social origins of behavior patterns and modern world perspective.	
Sem. I, II	Credit: 3
Parmer	
Social Science 311 <i>Government</i>	
Functional study of American governmental units. Political principles, processes, and problems; comparative study of selected major foreign governments.	
Sem. I, II	Credit: 3
Price	
Social Science 326 <i>Marriage and the Family</i>	
A socio-psychological study of the family designed to aid the unmarried as well as the married student. Consideration of major personal and social issues confronting the family today.	
Sem. I, II	Credit: 2
Oetting	
Social Science 407 <i>History of the Americas</i>	
History of the United States of America, broadened to include parallel developments in Latin America and Canada.	
Sem. I, II	Credit: 3
Agnew	
Social Science 409 <i>Recent History of the United States</i>	
American history in the twentieth century. Study of recent world developments in which the United States has played a part.	
SS	Credit: 2
Agnew	
Social Science 410 <i>Modern World</i>	
Modern trends in terms of historical backgrounds, providing a frame of reference for interpreting the contemporary world. United Nations.	
Sem. I, II	Credit: 3
Agnew	
Social Science 411 <i>Problems of American Society</i>	
Prerequisite: Social Science 309 or consent of instructor	
Analysis, interpretation, and synthesis of sociological phenomena with purposive solutions to attain a social philosophy of life.	
Sem. I, II	Credit: 2
Parmer	

Social Science 414 *Labor Problems*

Prerequisites: Social Science 201 and Social Science 309 or consent of instructor

Study of the problems of the worker in modern industry. Backgrounds of labor movements, current union organization and practice, the foreman, labor and management relations, collective bargaining, wages, hours, political activity, and government and labor relations.

Credit: 2

Sem. I

Agnew, Farmer

Social Science 417 *American Politics*

Prerequisite: Social Science 311

Analysis of modern political parties. Nominating methods, campaigns, elections, practical politics in legislative bodies, and machines and bosses.

Credit: 2

Sem. I

Price

Industrial Education 520 *Labor and Industrial Relations*

Human relations in industry from the viewpoints of labor, management, and the government.

Credit: 2

Agnew, Farmer

SPEECH

Speech 106 *Oral Communication*

Effective oral communication through the study of a philosophy of speech, speaker-listener relations, organization of ideas, use of body action, use of voice, and development of confidence and poise.

Credit: 2

Sem. I, II

Cutnaw, Lengfeld, Ziemann

Speech 223 *Essentials of Public Speaking*

Prerequisite: Speech 106

The techniques of speaking in effecting the understanding, belief, and action of audiences. Principles and methods of oral composition, structure, arrangement, style, delivery, and psychology of the audience.

Credit: 2

Sem. I, II

Lengfeld, Ziemann

Speech 320 *Advanced Speech Activities*

Prerequisite: Speech 106

Individual and group speech activities. Techniques of analysis, interpretation, and delivery of oral readings.

Credit: 2

Sem. II

Lengfeld

Speech 322 Techniques of Group Leadership

Prerequisite: Speech 106

Principles and methods of the symposium, panel forum, lecture forum, round-table, and other types of discussion, and their application in the discussion of contemporary problems. Principles and practice in the use of parliamentary law.

Sem. I, II

Credit: 2

Ziemann

Speech 340 Contemporary American Theatre

Prerequisite: Speech 106

Analysis of selected plays; evaluation of structure, dramatic content, and production methods; field trips to current productions.

Lengfeld, Ziemann

Credit: 2

Speech 344 Theatre Workshop

Prerequisite: Speech 106

Basic techniques of play production; practical training in directing, acting, and stagecraft through participation in the preparation and production of college plays.

Lengfeld, Ziemann

Credit: 2

Speech 406 Communication Skills for Educational Leadership

Prerequisite: Speech 106

Leadership techniques and communication skills for use in the classroom and educational activities; an approach to leadership, attitudes and skills of democratic leadership in leading and participating in educational activities and in classroom teaching.

Ziemann

Credit: 2

Speech 445 Stagecraft and Scene Design

Prerequisite: Speech 106

Problems in the technical phases of play production, techniques in designing the set, building and painting scenery, stage lighting, make-up, costuming, properties, sound and visual effects and organization of the production staff.

Sem. II

Credit: 2

Lengfeld, Ziemann

Speech 446 Directing and Acting

Prerequisite: Speech 106

Techniques in directing, including selecting, analyzing, casting, and rehearsing the play; basic principles and styles of acting.

Sem. I

Credit: 2

Lengfeld, Ziemann

Speech 470 *Radio and Television Workshop*

Prerequisite: Speech 106

Radio and television station procedures; techniques and methods in planning, directing, and producing programs; participation in actual broadcasts.

Lengfeld, Ziemann

Credit: 2

GRADUATE PROGRAM

The graduate program at Stout State College is established to meet the present day needs of teachers and administrators of Home Economics Education and Industrial Education. The graduate curriculum is planned so that prospective teachers and administrators may earn the degree of Master of Science with a major in Industrial Education, Home Economics Education, Home Economics, or Vocational Education. The teacher certification laws, the trade experience, the educational preparation, and professional objectives determine the type of graduate program essential to meet those specialized needs.

OBJECTIVES

The objectives of the graduate curriculum are:

1. Extension of the broad general culture of teachers.
2. Preparation in research procedures in home economics and industrial education.
3. Continued study of specific competency in one of the major fields: Home Economics, Industrial Education, or Vocational Education.
4. Attainment of advanced skills in professional techniques or exploring new techniques.
5. Opportunity for concentrated study of the more strictly professional phases of teaching for those whose undergraduate study did not make adequate provisions.
6. Provisions for the development of desirable personal and social qualities of teachers.

ADMISSION

Admission requirements for the graduate program of Stout State College are as follows:

General Requirements

Students who meet the following requirements may enroll in graduate courses:

- a. A Bachelor's Degree from Stout State College or an accredited college or university.
- b. A 2.5 grade point average (C plus) in undergraduate work. (Grade points based on A-4, B-3, C-2, D-0 formula).

Special Requirements

Home Economics and Home Economics Education Majors — (a) A bacheloretate degree in Home Economics or Home Economics Education from an accredited college or university whose requirements for such a degree are substantially the same as those of Stout State College. (b) Adequate preparation (prerequisite courses) to enroll in graduate courses in the chosen field.

Industrial Education Major — Undergraduate credits required: Technical shop and drafting courses, 42 semester hours; Education courses including general psychology, 26 semester hours. A variation of 6 semester hours is permitted in each field, provided the total is 68 semester hours.

Vocational Major — Certified vocational teachers with a bachelor's degree in the fields of agriculture, commerce, engineering, industrial education, and home economics education who possess 42 technical hours in their specialized fields, and 26 semester hours in education including general psychology, may be admitted to graduate work for a vocational major. A variation of 6 semester hours in technical or educational fields is permitted, provided the total is 68 semester hours. Students are required to secure statements of certification as vocational teachers from their respective State Vocational Directors.

Application

Those applying for admission to graduate studies should direct their correspondence to the Director of Graduate Studies.

Admission to Candidacy

1. Admission to the graduate studies program does not of itself imply "admission to candidacy" for the master's degree. Admission to candidacy is determined only after the student has successfully completed not less than 12 semester hours of graduate work at Stout State College.
2. A student desiring to be admitted to candidacy for a master's degree must make application with the Director of Graduate Studies at least one month prior to the opening of the semester in which the degree is sought.
3. The student must meet all special admission requirements, including the qualifying examination, for the major fields (Home Economics, Home Economics Education, Industrial Education, and the Vocational Education major).

Transcript of Credits

Students from colleges other than Stout State College must have their transcripts sent to the Registrar not less than one month prior to the opening of school. Important consideration of the graduate committee in granting approval on applications will be that the student have a grade point average of 2.5 (C plus) as an undergraduate.

Evidence of satisfactory experience is desirable. Students whose admission status has not been clearly established may be accepted on probation.

Transfer of Credits

Graduate credit from other institutions is limited to eight semester hours. Such credit must be recorded as graduate credit on an original transcript and must apply to the student's sequence of courses at Stout. (Consult Director of Graduate Studies before enrolling for credits that are to be transferred to Stout).

Seniors (Split Program)

Qualified seniors who do not require full time to complete their undergraduate work within the enrollment period of one semester or one summer session may enroll for graduate courses with the permission of the Dean of the undergraduate school and the Director of Graduate Studies. This permission must be obtained prior to registration; credit earned prior to this will not be accepted as graduate credit. The limit of the total hours carried should not exceed that set as the normal load. Full residence will not be granted for the period in which such work is taken.

GRADUATE TUITION AND FEES

Tuition for non-residents of Wisconsin per semester	\$52.50
Incidental fee	58.50
Student activity fee	24.00
Special examination fee	2.00
Diploma fee	5.00
Thesis binding fee, each	2.00

For detailed explanation of fees, see section on Financial Information in this bulletin.

Any expense incurred by graduate students during the conduct of research problems, such as printing of questionnaires, maps, charts, postage, typing of reports, etc., is the responsibility of the student and must be supplied and paid for by the student.

Part-time Students

All resident students taking courses aggregating eight or less semester hours of credit shall be classified as part-time students. Those students taking courses aggregating less than eight hours of credit shall pay an incidental fee of \$6.00 per credit (resident student) or \$10.00 per credit (nonresident student) except that the total charge shall not exceed \$35.00 for resident students or \$60.00 for nonresident students.

GENERAL REQUIREMENTS FOR GRADUATION

The graduate requirements for the Master of Science Degree with a major in Industrial Education, Home Economics Education, Home Economics, or Vocational Education are as follows:

- Completion of 30 semester hours in one of the fields — Industrial Education, Home Economics Education, Home Economics, or Vocational Education.

Industrial Education

Major — Industrial Education — 20 semester hours

Minor — Education, Science, Social Science — 10 semester hours

Home Economics Education

Major — Home Economics Education — 20 semester hours

Minor — 10 semester hours in Home Economics or related fields

Home Economics

Major — 20 semester hours in one of the following fields:

Food and Nutrition; Clothing, Textiles and Related Art

Minor — 10 semester hours selected from courses in the following fields: Home Economics Education; Food and Nutrition; Family Life; Clothing, Textiles, and Related Art; and related arts and sciences. Courses in the minor field should not be selected by the student from the major field sequence of courses.

Vocational Education

Major — Vocational Education — 20 semester hours in Industrial Education or Home Economics Education

Minor — 10 semester hours in Education, Science, Social Science, Home Economics Education, or Home Economics

2. Fifty per cent of the semester hours' credit required for the Master's degree must be scheduled in graduate courses (500 series).
3. All senior college courses (300-400 series) must be approved on the basis of the individual's needs as indicated by present objectives and previous courses.
4. Not more than three seminars, six semester hours in problems in the technical shop fields, or six semester credits in workshops may be used for graduate credit.
5. Graduate courses required of all students: Education 501, Research Procedures; Education 561, Educational Statistics; and Industrial Education or Home Economics Education 510, Problems in Industrial Education or Home Economics Education.
6. Graduate credit from other institutions is limited to eight semester hours. Such credit must be recorded as graduate credit on an original transcript and must apply to the student's sequence of courses at Stout (Consult Director of Graduate Studies before enrolling for credits that are to be transferred to Stout).
7. Requirements for the Master's degree must be completed within a six year period. Requests for extensions will be given consideration by the Graduate Committee.
8. Residence requirements are one academic year, five six-week summer sessions, or four eight-week summer sessions. The acceptance of eight semester hours of credit from another institution will reduce the residence requirements to three quarters (27 weeks) of the regular academic year, four six-week summer sessions, or three eight-week summer sessions.
9. The standard of work on the graduate level requires that the candidate for the master's degree must obtain a B average for 24 semester hours of course work for Plan A; or 30 semester hours for Plan B.

10. "Incompletes" are given in cases in which the absence incurred has been due to situations over which neither the student nor the instructor has any control. However, the student must have a passing grade in the course at the time of withdrawal. In graduate work, incompletes are also given in cases in which completion of research requires more time than is available during the course. In such cases, the incomplete must be made up within three years following the end of the course.
11. Candidates for the Master of Science degree must write the Qualifying Examination. This examination is used by the graduate committee to evaluate the student's fitness to continue work on the graduate level. Students must complete six hours of graduate work before taking the examination. Notice will be posted informing students as to the time and place of the examinations.
12. The maximum load that may be taken by a graduate student is sixteen semester hours per semester. Full resident credit will be granted to graduate students carrying a minimum of twelve semester hours credit per semester during the regular academic year. During the six week summer session, the maximum is six, and the minimum is four semester hours.

THESIS AND INVESTIGATION REQUIREMENTS

General Instructions for Thesis — Plan A
and
Investigations — Plan B

The graduate program at Stout State College provides opportunities for students to acquire preparation in the understanding, interpretation, and application of research procedures. All students are required to take the basic courses: Ed. 501 Research Procedures, Ed. 561 Educational Statistics, and I.E. 510 Problems in Industrial Education, or H.E.510 Problems in Home Economics Education.

Two plans are available for students to satisfy the research requirements. Detailed instructions for Plan A and Plan B should be secured from the Office of the Director of Graduate Studies. A brief explanation of the two plans follows:

PLAN A — *Thesis* in major field involving original research prepared according to the approved form. Register for Ed. 570 Thesis for 2, 4, or 6 semester hours for a total of 6 semester hours.

PLAN B — *An investigation report* is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. Enroll in a 500 series graduate course related to the selected problem for the written report.

The student, in conference with a major adviser, should select the plan that meets his professional needs and interests. In a series of conferences with

advisers developing the plan for the thesis or investigation, certain considerations must be constantly recognized:

1. The study should be of significance in its field.
2. The study should be clearly limited.
3. The study should raise distinct questions.
4. The data for research must be available to the student conducting the study.
5. The problem should be within the field and ability of the student.

The problem must not be a mere compilation based on individual personal opinion. Where new combinations and new applications appear in the study, they should be based upon the expressed opinion of competent persons, or reliable objective data. Preparation of courses of study and curriculum plans derived from class techniques do not constitute acceptable theses but may be used for Plan B. Studies of this type, if used in Plan A, should involve survey, analysis, or evaluation procedures and should not be titled as courses of study.

GRADUATE OFFERINGS

The graduate program of Stout State College is organized in terms of the integrated five-year program and in terms of major and minor preparations in the field of Industrial Education, Home Economics Education, Home Economics, or Vocational Education.

The Integrated Five-Year Program: Leaders in teacher education have long recognized that five years are essential to prepare qualified teachers. There are many courses in teacher preparation that cannot be included in a four-year program. A sheet called Basic Areas of Educational Preparation is used for the control of student-faculty cooperative planning in terms of a balanced program and professional objectives. Each graduate student will secure one of these sheets from the Director of Graduate Studies and select a major faculty adviser. The basic areas are philosophy of education, psychology, curriculum construction, research procedures, administration, supervision, special professional fields, instruction, social and economic competency, guidance, measurements and evaluation, and field service problems. Students should select courses in terms of undergraduate deficiencies, professional objectives, and major and minor fields.

INDUSTRIAL EDUCATION

Industrial Education Major — The requirements for the Master of Science degree with a major in Industrial Education are as follows:

Thirty semester hours with a distribution of credits as follows:

Twenty semester hours selected from the courses listed for Industrial Education major including one of the following plans:

Plan A — Thesis in major field involving original research prepared according to the approved form. Register for Ed. 570, Thesis, for 2, 4, or 6 semester hours, for a total of 6 semester hours.

Plan B — An investigation report is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. Enroll in a 500 series graduate course related to the selected problem for the written report.

Ten semester hours from the courses listed for the minor in Education, Science, and Social Science.

Industrial Education Courses — Major

		Sem. Hrs.
Ed	401 Guidance	2
Ed	402 Philosophy of Vocational and Adult Education	2
Ed	423 Safety Education	2
Ed	439 Production of Audio-Visual Materials	2
IE	439 Applied Electronics	2
IE	440 Plastics	2
Ed	441 Education Evaluation	2
Sp	445 Stagecraft and Scene Design	2
IE	461 Tool and Die Making	2
IE	463 Project Development	2
Ed	470 Conference Leading I	2
Sp	470 Radio and Television Workshop	2
Ed	472 Coordination	2
Ed	475 Interviewing Techniques	2
Ed	480 Theory and Organization of General Shop	2
Ed	500 Philosophy of Modern Education	2
*Ed	501 Research Procedures	2
Ed	502 Principles of Supervision	2
IE	506 Problems in Supervision	2
*IE	510 Problems in Industrial Education	2
Ed	514 Vocational Psychology	2
IE	520 Labor and Industrial Relations	2
Ed	524 Social Maladjustment	2
IE	526 Administration	2
Ed	531 Problems in Guidance	2
IE	533 Survey Procedures	2
IE	537 Curriculum Procedures III (Course Development)	2
IE	557 Problems in Graphic Arts	2
IE	560 Problems in Audio-Visual Education	2
IE	563 Problems in Design in Industrial Arts	2
Ed	568 Curriculum Procedures II (Trade and Job Analysis)	2
Ed	570 Thesis	6

Courses from the Vocational major may be selected for the Industrial Education major.

*Required Course

Education, Science, Social Science — Minor

Sem. Hrs.

Ed	560	Audio-Visual Education -----	2
Sp	406	Communication Skills for Educational Leadership -----	2
SS	407	History of the Americas -----	3
SS	409	Recent History of the United States -----	2
E	410	Feature Writing -----	2
SS	410	Modern World -----	3
SS	411	Problems of American Society -----	2
SS	414	Labor Problems -----	2
SS	417	American Politics -----	2
HE	427	Workshop in Family Relationships and Mental Health -----	1
Sci	427	Physics IV — Electronics -----	2
Sci	429	Physics V -----	2
Sci	432	Heredity and Eugenics -----	2 or 3
Sci	442	Community Hygiene -----	2 or 3
Ed	448	Driver Education -----	2
Ed	452	Driver Education (Advanced) -----	2
Ed	479	Public Relations for Schools -----	2
Ed	513	Personality and Mental Health -----	2
Ed	555	Psychology of Learning -----	2
*Ed	561	Educational Statistics -----	2

*Required Course

VOCATIONAL EDUCATION

The requirements for the Master of Science degree with a major in Vocational Education are as follows:

Candidates must meet the requirements of Stout State College for the Bachelor of Science degree with a major in Vocational Education. They also must be certified vocational teachers.

Thirty semester hours are required with a distribution of credits as follows:

Twenty semester hours selected from the courses listed for Vocational Education major, including one of the following plans:

Plan A — *Thesis* in major field involving original research, the research to be prepared according to the approved form. Register for Ed. 570 Thesis, for 2, 4, or 6 semester hours for a total of 6 semester hours.

Plan B — *An investigation* report is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content and form. Enroll in a 500 series graduate course related to the selected problem for the written report.

Ten semester hours from the courses listed for the minor in Education, Science, and Social Science.

Vocational Education Courses — Major
(School of Industrial Education)

		Semi. Hrs.
Ed	303 Educational Psychology -----	2
Ed	360 Audio-Visual Education -----	2
Ed	401 Guidance -----	2
Ed	402 Philosophy of Vocational and Adult Education -----	2
Ed	403 Workshop in Trade and Industrial Education -----	2
Ed	407 Teaching Trade and Industrial Subjects -----	2
Ed	423 Safety Education -----	2
Ed	439 Production of Audio-Visual Materials -----	2
IE	439 Applied Electronics -----	2
Ed	441 Education Evaluation -----	2
Ed	443 Organization of Content Material for Trade and Industrial Subjects -----	2
IE	461 Tool and Die Making -----	2
Ed	470 Conference Leading I -----	2
Ed	471 Conference Leading II -----	2
Ed	472 Coordination -----	2
Ed	475 Interviewing Techniques -----	2
Ed	490 Workshop in Tests and Measurements in Counseling -----	2
Ed	491 Workshop in Occupational Information and Guidance -----	2
Ed	492 Administration of Vocational and Adult Education -----	2
*Ed	501 Research Procedures -----	2
Ed	502 Principles of Supervision -----	2
IE	506 Problems in Supervision -----	2
*IE	510 Problems in Industrial Education -----	2
Ed	514 Vocational Psychology -----	2
Ed	524 Social Maladjustment -----	2
IE	526 Administration -----	2
Ed	531 Problems in Guidance -----	2
IE	533 Survey Procedures -----	2
IE	537 Curriculum Procedures III (Course Development) -----	2
IE	557 Problems in Graphic Arts -----	2
IE	560 Problems in Audio-Visual Education -----	2
Ed	568 Curriculum Procedures II (Job and Trade Analysis) -----	2
Ed	570 Thesis -----	6

*Required Course

Vocational Teacher Classification

Certification Requirements — Wisconsin Vocational Teachers. The courses referred to as certification courses for Wisconsin Vocational Teachers are as follows:

For All

Sem. Hrs.

Ed 402	Philosophy of Vocational and Adult Education	-----	2
Ed 303	Educational Psychology	-----	2
Ed 401	Guidance	-----	2
	Elementary Economics	-----	4
	Socio-Economics Electives	-----	4

For Industrial Education

Ed 407	Teaching Trade and Industrial Subjects	-----	2
Ed 443	Problems in Teaching Trade and Industrial Subjects	-----	2

For Home Economics

Ed 413	Teaching Voc. and Ad. Homemaking	-----	2
Ed 416	Problems in Teaching Voc. and Ad. Homemaking	-----	2

(For detailed information see Teacher Training Series Bulletins, Wisconsin State Board of Vocational and Adult Education.)

Vocational Education — Major
(School of Home Economics)

Candidates for the Vocational Major in Home Economics Education must meet the requirements of Stout State College for the Bachelor of Science degree with a major in Vocational Education. They must also be certified vocational teachers. Courses may be selected from the Home Economics Education major or from the Home Economics major. The student should select courses in terms of professional needs with the assistance of the faculty adviser. Twenty semester hours are required in the major field and ten semester hours are required in the minor field. All students are required to include Plan A or Plan B in their graduate program.

HOME ECONOMICS

The graduate program leading to a Master of Science degree offers advanced students an opportunity to prepare for executive and administrative positions of leadership in the profession. Intensive and specialized courses are provided to enable students to prepare for selected professional objectives. Regardless of the major selected, the following general requirements must be met:

General Requirements

1. The candidate for the Master's Degree must select either Plan A or Plan B for research requirements. Detailed information concerning these two plans may be obtained in the Office of the Director of Graduate Studies.
2. Plan A or Plan B papers must be completed and in the hands of the advisers ten days before the scheduling of an oral examination or the end of the semester. Any student writing a Plan B paper should confer with her investigation advisor at least 1 semester prior to the probable completion of the report. Obtaining the advisors approval of the contem-

plated investigation as well as arranging for frequent conferences regarding it are responsibilities of the candidate. It is not feasible for advisers or faculty members to direct studies or to offer detailed guidance through correspondence, on either Plan A or Plan B papers.

3. Since admission to graduate studies does not necessarily imply that the student is a candidate for an advanced degree, some students find it desirable to take courses without making the above plans. If such a student should decide to become a candidate for an advanced degree, credits will be evaluated by the Graduate Committee. All requirements must be met as outlined in the selected major.

A suggested list of courses appears in the curricula which follow. In addition, certain other courses in the 300 and 400 number series may be taken for graduate credit with the consent of the Dean of the Division of Home Economics.

Home Economics Education

This program is directed primarily toward the extension of the professional training of home economics teachers. Graduate work in this area is becoming increasingly essential because of present day demands for higher degrees. This program is designed also for those who wish to enter the fields of supervision, administration, or teacher education.

Home Economics Education Courses — Major

		Sem. Hrs.
Ed 401	Guidance	2
Ed 402	Philosophy of Vocational and Adult Education	2
Ed 415	Workshop in Vocational and Adult Homemaking	2
Ed 416	Problems in Teaching Voc. and Ad. Homemaking	2
Ed. 425	Selection and Arr. of Equip. for Home Ec. Labs	3
HE 429	Family Centered Homemaking Program	2
Ed 436	Course Development	2
Ed 441	Education Evaluation	2
Ed 451	Evaluation in Home Economics Education	2
Ed 462	Workshop for Homemaking Teachers	2 or 3
Ed 472	Coordination	2
HE 474	Teaching High School Food Classes in One Period	2
Ed 479	Public Relations for Schools	2
Ed 490	Workshop in Tests and Measurements in Counseling	2
Ed 500	Philosophy of Modern Education	2
*Ed 501	Research Procedures	2
Ed 508	Curriculum Studies in Home Economics	2 to 4
*HE 510	Problems in Home Economics Education	2
Ed 513	Personality and Mental Health	2
Ed 520	Current Problems in Home Economics Education	2
HE 524	Supervision in Home Economics Teaching	3

Ed 524	Social Maladjustments	-----	2
HE 526	Administration	-----	2
Ed 531	Problems in Guidance	-----	2
Ed 555	Psychology of Learning	-----	2
*Ed 561	Educational Statistics	-----	2
HE 561	Seminar in Home Economics Education	-----	2
HE 562	Coordinator's Workshop	-----	1
HE 563	Home Economics on Radio and TV	-----	2 or 3
Ed 570	Thesis	-----	6
	Related courses in arts and sciences	-----	5

Minor: 10 semester hours of Home Economics courses to be selected from the 300-500 series.

*Required Course

Food and Nutrition

This program is designed to increase the professional knowledge and competency of those engaged in the food and nutrition fields. Specialization in these areas may lead to advanced positions in teaching, institution management, dietetics and nutrition work in schools, public health service or social welfare organizations. Graduate work in food and nutrition also offers training for students interested in preparing for positions in food demonstration, research, home service, and a wide range of home economics positions in business.

Food, Nutrition, Dietics, and Institution Management Courses — Major		
		Sem. Hrs.
HE 300	Applied Institution Management	----- 3
HE 310	Nutrition and Dietetics	----- 3
HE 328	Institution Administration	----- 3
HE 400	Demonstration Techniques	----- 3
HE 404	Food for Family Entertaining	----- 2
HE 428	Diet in Disease	----- 3
HE 419	Nutrition	----- 2
HE 438	Experimental Food	----- 3
HE 441	Food Service Accounting	----- 3
Sci 442	Community Hygiene	----- 2 or 3
HE 443	School Food Service	----- 2 or 3
HE 446	Food Preservation	----- 2
HE 452	Institution Food Preparation	----- 3
HE 463	Institution Management Problems	----- 2 or 3
HE 474	Teaching High School Food Classes in One Period	----- 2 or 3
*Ed 501	Research Procedures	----- 2
HE 501	Trends in Nutrition	----- 2
HE 508	Food Seminar	----- 2
*HE 510	Problems in Home Economics Education	----- 2
HE 511	Nutrition Seminar	----- 2 or 3

HE	513	Institution Management Seminar	-----	2
HE	546	Modern Methods in Food Preparation	-----	2
HE	556	Advanced Experimental Food	-----	3 or 4
*Ed	561	Educational Statistics	-----	2
Ed	570	Thesis	-----	6

Minor: 10 semester hours (300-500 series) in any of the following areas or a combination: Education, Clothing and Textiles, Related Art, Family Life, and related arts and sciences.

*Required Course

Clothing, Textiles, and Related Art

Clothing, Textiles, and Related Art Courses — Major

			Sem.	Hrs.
HE	316	Clothing Economics	-----	2
Art	332	Advanced Design	-----	2
Art	334	Home Furnishings	-----	3
HE	336	Clothing Problems	-----	2
HE	342	Costume Millinery	-----	2 or 3
Art	400	Crafts	-----	2
Art	410	Pottery	-----	2
HE	412	Applied Dress Design	-----	2
HE	414	Children's Clothing	-----	3
Art	423	Problems in Home Furnishing	-----	2
Art	430	Art History	-----	2
Art	436	Costume Design	-----	2
HE	445	Design and Construction of Slipcovers	-----	2
HE	447	Design and Construction of Draperies and Lampshades	-----	2
Art	448	Housing	-----	3
Art	460	Creative Art	-----	2
HE	466	Modern Methods of Clothing Construction	-----	2
HE	471	History of Costume	-----	2
HE	500	Tailoring	-----	2 or 3
*Ed	501	Research Procedures	-----	2
HE	505	Clothing Today's Family	-----	2
*HE	510	Problems in Home Economics Education	-----	2
HE	514	Seminar in Clothing and Textiles	-----	2
Art	526	Seminar in Related Art	-----	2
HE	544	Workshop in Clothing and Textiles	-----	2
*Ed	561	Educational Statistics	-----	2
Ed	570	Thesis	-----	6
HE	572	Advanced Textiles	-----	2

Minor: 10 semester hours (300-500 series) in any of the following areas or a combination: Education, Food and Nutrition, Family Life, and related arts and sciences.

*Required Course

INDEX

A

- Academic Information, 37-41
- Accreditation, 6
- Accrediting Committee, 14
- Activities, Student, 53-55
- Administrative Council, 14
- Administration, 13
- Admission and Credits Committee, 14
- Admission to College, 37-39
 - Graduate Program, 135-137
- Adult Special Students, 38
- Advisers, Faculty, 49
- Aims of the College, 30-31
- Alumni Relations Committee, 14
- Art, Related, 93-94
- Assembly and Lyceum Committee, 14
- Athletic Committee, 14
- Athletics, 53
- Attendance Regulations, 40
- Audio-Visual Education Courses, 117-120
- Auditorium, 33
- Auto Mechanics Courses, 103-104
- Automobiles, 34

B

- Biology Courses, 128-129
- Board of Regents, 12
- Building Construction Courses, 99
- Buildings and Grounds, 32
 - Superintendent of, 13
- Business Manager, 7-13

C

- Cabinet Work Courses, 110-111
- Calendar, College, 1959-60, 9, 11
- Catalog and Publications Committee, 14
- Chemistry Courses, 129-130
- Clothing and Textile Courses, 85-88
- Clubs, 54-55
- Commencement Committee, 14

- Committees, Faculty, 14-16
- Conservation, 31-32
- Cooperating Schools, 27-28
- Cooperative Work, Industrial Education, 68-69
- Correspondence, Directory for, 7
- Counseling and Testing, 50
- Counseling Services Committee, 14
- Courses, Description of, 85-124
- Courses of Study, 59-84
 - Graduate, 135-147
 - Home Economics, 59-63
 - Industrial Education, 65-69
 - Industrial Technology, 73-74
 - Pre-Professional Education, 73
 - Vocational Education, 69
 - Vocational Homemaking Education, 64-65
 - Vocational Industrial Education, 69-72
- Curriculum and Instruction Committee, 15

D

- Dean of Home Economics, 7, 13, 20
- Industrial Education, 7, 13, 19
- Men, 7, 13, 22
- Women, 7, 13, 18
- Degrees
 - Bachelor of Science, 41
 - Master of Science, 137
- Description of Courses, 85-134
- Dietetic Courses, 89-92
 - Curriculum, 62-63
- Directory for Correspondence, 7
- Drafting Courses, 99-102
 - Architectural, 101-102
 - Freehand, 99
 - General, 100
 - Machine, 100
- Dramatics, 53
- Driver Education Courses, 114

E

Education Courses, 117-120
 Home Economics, 95-98
 Industrial Education, 112-115
Economics Courses, 130-131
Electricity Courses, 102-103
Emeritus Faculty, 25-26
Employment, Student, 48
Engineer, Chief, 13
English Courses, 120-121
Enrollment, 31
Entrance Requirements, 37-38
Expense Estimates, 43-44

F

Faculty, 17-24
 Committees, 14-16
 Emeritus, 25-26
 Services Committee, 15
Family Life Education
 Courses, 88-89
Fees, 43-44
 Dining Room or Cafeteria, 43
 Graduate Program, 137
 Incidental, 43
 Library, 43
 Refunds, 44
 Residence Halls, 33, 43
 Shop and Laboratory, 44
 Special Fees, 44
 Special Students, 44
 Student Activity, 43
 Textbook, 43
 Tuition, Out of State, 43

Finance and Audits Committee, 15
Financial Aids, 44-48, 50
 Information, 43-48
Food Courses, 89-92
Foundry Courses, 105-106
Fraternities, 54
Freshman Week, 49

G

General Information, 29-35
Graduate Committee, 15

Graduate Program, 135-147

 Admission to, 135-137
 Director of, 7, 13, 24
Graduation Requirements, 40
Guidance Tests, 39

H

History Courses, 131-132
History of College, 29-30
Home Economics Courses, 85-98
 Curricula, 59-61
 Graduate Curricula, 144-147
 Vocational, 64-65
 Certification Requirements, 64-65
Home Economics Education
 Courses, 88-89
 Curriculum, 60-61
Home Management House, 33
Honorary Organizations, 54
Honors, 41

I

Industrial Education
 Courses, 98-115
 Curriculum, 66-69
 Graduate Curriculum, 140-144
 Vocational, 69-72
 Certification Requirements, 69-73
Industrial Technology
 Curriculum, 72-80
Institution Management
 Courses, 89-92
 Curriculum, 61-62
Institutional Studies Committee, 15

L

Laboratories and Equipment, 44
Liberal Arts Courses, 82
Librarian, 13
Library, 32
 Committee, 15
Loans, Student, 47-48

M

Machine Shop Courses, 104-107
Mathematics Courses, 121-122
Mechanics Courses, 103-104

Metal Working Courses, 104-107
 Military Obligations, 34-35
 Minors, 74-80
 Biology, 74-76
 Chemistry, 76-77
 English, 75, 77
 English and Speech, 77
 Journalism, 77-78
 Mathematics, 78
 Physical Education, 75, 78
 Physical Science, 76
 Physics, 76, 78
 Related Art, 79
 Science, 79
 Social Science, 80
 Speech, 76, 80

Music, 54
 Courses, 122-124

N

Nutrition Courses, 89-92
 Nurse, College, 13

P

Painting and Decorating
 Courses, 110
 Patternmaking Courses, 104-107
 Part-time Students, 44
 Personnel Services, Student,
 Committee of, 15
 Director of, 7, 13, 19
 Photography Courses, 107
 Physical Education Courses, 124-128
 Physician, College, 13
 Physics Courses, 130
 Placement, 51
 Chairmen, 7, 13
 Committee, 15
 Pre-Professional Education, 81-84
 Pre-Commerce, 81
 Pre-Dentistry, 81
 Pre-Education, 81
 Pre-Engineering, 81-82
 Pre-Journalism, 82
 Pre-Law, 82
 Pre-Liberal Arts, 82

Pre-Medical Technology, 83
 Pre-Medicine, 82
 Pre-Nursing, 82
 Pre-Pharmacy, 83
 Pre-Physical Therapy, 83
 Pre-Social -and Personnel
 Work, 83
 Pre-Veterinary Medicine, 83
 Other Pre-Professional, 83
 President, 7, 13, 17
 Printing Courses, 107-109
 Professional and Educational
 Clubs, 54
 Psychology Courses, 116-117
 Publications, Student, 53

R

Records of Students, 39
 Recreation, 53
 Refunds, 44
 Regents, 12
 Registration Periods, 37
 Registrar, 7, 13
 Related Art Courses, 93-94
 Religious Organizations, 54-55
 Residence Halls, 33
 Director of, 13
 Fees, 33, 43
 Fee Refunds, 44
 Men's, 33
 Women's, 33
 Residence Requirements, 40
 Graduate, 138

S

Safety and Fire Prevention
 Committee, 15
 Safety Education Courses, 113
 Scholarship Standards, 39
 Scholarships, 45-47
 Science Courses, 128-129
 Service Fraternity, 54
 Sheet Metal Courses, 104-107
 Social Life, 50
 Social Science Courses, 130-132
 Sociology Courses, 130-132

Sororities, 54
Special Students, Adult, 38
Speech Courses, 132-134
Stout Student Association, 43
Student Activities, 53-55
 Loans, 47-48
 Personnel Services, 49-51
 Director of, 7, 13, 19
 Committee, 16
 Teaching Program
 Cooperating Schools, 27-28
 Welfare Committee, 16
Summer Session, 57-58
 Calendar, 9-11
 Director of, 7, 13, 19

T

Tea Room, 34
Teaching License, 41
Textiles Courses, 85-88
Thesis and Investigation
 Requirements, 139-140
Transcript of Credits, 38

Graduate, 136
Transferred Credits, 38
 Graduate, 136
Tuition, 43

U

Union, Student, 34

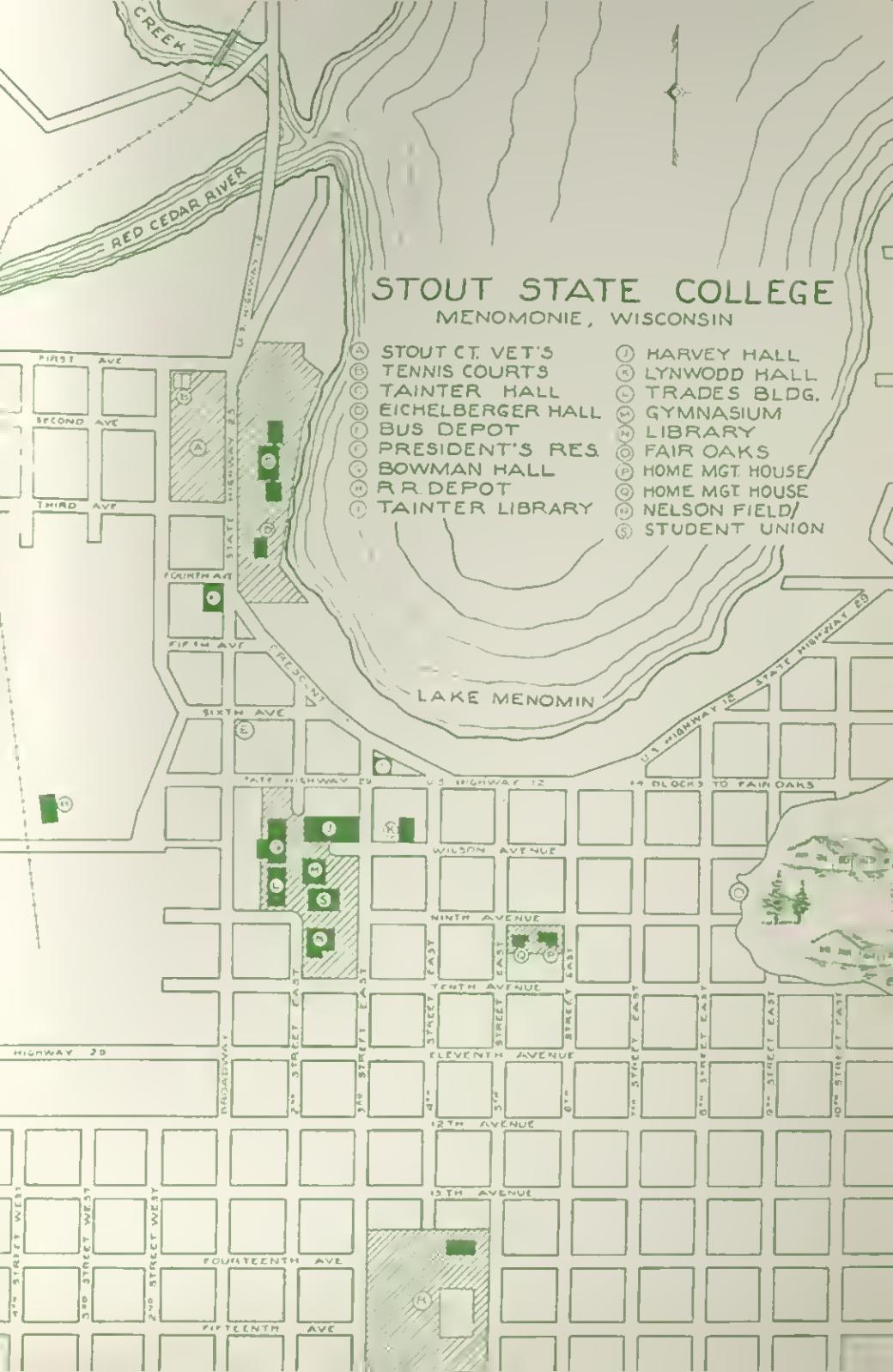
V

Veterans, 39
 Service, 50

Vocational Education
 Home Economics, 64-65
 Certification Requirements, 64-65
 Industrial Education, 69-72
 Certification Requirements, 69-72
 Graduate Curriculum, 140-147

W

Welding Courses, 104-107
Woodworking Courses, 109-111



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